DOCUMENT RESUME

ED 239 293 CS 208 107

AUTHOR White, Edward M.; Polin, Linda G.
TITLE Research in Effective Teaching of Writing, Phase I. Final Report. Volume II--Appendices. Revised.
INSTITUTION California State Univ. Foundation, Los Angeles.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE May 83
GRANT NIE-G-81-0011
NOTE 185p.; For a related document, see CS 208 106. Also prepared by a five member research team. Several pages may not reproduce well due to small print.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS College Faculty; English Curriculum; Higher Education; *Program Effectiveness; Program Evaluation; Questionnaires; Research Methodology; Surveys; Teacher Attitudes; Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Research
IDENTIFIERS California State University; *Writing Programs

ABSTRACT

Materials pertinent to a study that surveyed and interviewed writing faculty and staff of the 19 campuses of The California State University are assembled in this volume. Various sections of the volume contain (1) a faculty questionnaire, (2) a campus fact sheet, (3) interview protocols for department chair and program coordinators, (4) a taxonomy of writing program variables, and (5) tables of survey data. (HTH)

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RESEARCH IN EFFECTIVE TEACHING OF WRITING

NIE-G-81-0011

APPENDICES ACCOMPANYING FINAL REPORT

AUGUST 1982
REVISED, MAY 1983

THE CALIFORNIA STATE UNIVERSITY FOUNDATION

RESEARCH IN EFFECTIVE TEACHING OF WRITING

Phase I Final Report

Volume II - Appendices

Ronald Basich
Linda G. Polin
Edward M. White, Project Director

NIE - G-81 - 0011

August 1982, rev. May 1983

Contents of Volume II

Page No.

Appendix I: Research Documents..........................1

- A. Faculty Questionnaire............................2
- B. Campus Fact Sheet...............................25
- C. Interview Protocols.............................37
  - 1. English Composition Chair..................39
  - 2. Composition Program Coordinator............50
  - 3. Remedial Program Coordinator...............68
  - 4. Academic Vice President....................86
  - 5. Dean of Humanities.........................97
  - 6. Directors of Learning Centers or Educational Opportunity Programs........105
- D. Taxonomy of Writing Program Variables..........121

Appendix II: Tabled Survey Data........................131

APPENDIX I: RESEARCH MATERIALS

A. Questionnaires

B. Campus Fact Sheet

C. Interview Protocols

D. Taxonomy of Writing Program Variables

A. FACULTY QUESTIONNAIRES

Form A. English Department
Composition Staff

Form B. Non-English Department
Faculty Teaching Writing

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE

LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

RESEARCH IN THE EFFECTIVE TEACHING OF WRITING
A Project of The California State University and Colleges Foundation

Edward M. White, Director
Linda G. Polin, Associate

Dear Faculty Member:

The attached questionnaire should take you no more than 25 minutes to complete; most of those filling in the pilot forms took 20 minutes or less. We are asking you to give us this time so that our research will be able to include a full range of faculty perspectives on writing programs.

This research is funded by the National Institute of Education and is housed at The California State University Division of Institutional Research. The project design has been discussed and endorsed unanimously by the CSU English Council.

Our goal is to describe effective ways to teach writing to different kinds of students in various academic settings. Our findings will not evaluate or compare campus programs and your responses will not be linked with your name or campus. We expect our results to be generally applicable to the teaching of writing in American colleges and universities.

Please return the questionnaire as soon as possible, and no later than MAY 31st 1982. Use the enclosed pre-addressed, pre-stamped envelope. Your answers will help us learn more about some important issues now facing universities in general and English departments in particular.

Sincerely,

Edward M White

Edward M. White

EMW:ew

Faculty Panel for the RIET-W Project

- Prof. Kim Flachmann, Bakersfield
- Prof. Charles Moore, Sacramento
- Prof. David Rankin, Dominguez Hills
- Prof. William Stryker, Northridge
- Prof. Edward White, San Bernardino, Project Director

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802 (213) 590-5650

FORM A - ENGLISH DEPARTMENT FACULTY

____________________ campus

____________________ department or office with which you are affiliated

THIS FACULTY SURVEY IS PART OF A LARGER FEDERALLY FUNDED RESEARCH PROJECT WHICH IS INVESTIGATING THE VARIETY IN UNDERGRADUATE WRITING PROGRAMS ON THE 19 CAMPUSES OF THE CALIFORNIA STATE UNIVERSITY. YOU HAVE RECEIVED THIS QUESTIONNAIRE BECAUSE YOU TEACH WRITING, WHETHER OR NOT THAT INSTRUCTION OCCURS WITHIN THE ENGLISH DEPARTMENT AND WHETHER OR NOT THAT INSTRUCTION IS REMEDIAL, REGULAR FRESHMAN COMPOSITION, OR OTHER LOWER DIVISION WRITING.

PLEASE ANSWER ALL ITEMS AS HONESTLY AS YOU CAN. YOUR ANSWERS WILL NOT BE LINKED WITH YOUR NAME OR YOUR CAMPUS. USE THE PRE-ADDRESSED, PRE-STAMPED ENVELOPE TO RETURN YOUR QUESTIONNAIRE PROMPTLY.

THANK YOU FOR TAKING THE TIME TO ASSIST US WITH THIS RESEARCH.

---

1. During the last three years, which of the following course types have you taught?

_____ remedial writing

_____ freshman composition - 1st semester

_____ freshman composition - 2nd semester

_____ other, lower division writing

_____ upper division writing requirement for graduation

_____ teacher education, teacher preparation in writing instruction

_____ special support services in writing (tutoring or learning center assistance)

2. How many years have you taught on this campus? _____ years

3. How many years have you taught writing? _____ years

DIRECTIONS: Read each statement and mark the blank with a number indicating your agreement or disagreement. Use the key below in selecting your response.

1 = strongly agree
3 = disagree somewhat
2 = agree somewhat
4 = strongly disagree
5 = unsure or not applicable

---

4. _____ I would describe the relationship among those of us teaching composition as cooperative and supportive.

5. _____ Generally speaking, in this department tenured and tenure-track instructors do NOT need review or coordination of their writing instruction.

6. _____ Grading policies on this campus as a whole do NOT reflect concern with the quality of students' writing.

7. _____ The upper division writing requirement for graduation on this campus is meaningful and appropriate.

8. _____ The upper division writing requirement for graduation on this campus has helped promote interest in college composition campus-wide.

9. _____ I think our freshman writing program is better than those I know about on other campuses.

10. _____ I have had the opportunity for active participation in most composition program decisions.

11. _____ I think I am an effective composition instructor.

12. _____ My responsibilities in composition instruction require more preparation and "homework" on my part than do my other teaching responsibilities.

13. _____ I make it a point to attend department meetings in which composition courses (curriculum, materials, goals, grading, etc.) will be discussed.

14. _____ I am NOT likely to attend meetings designed to improve my writing instruction, e.g., faculty development or "retraining" sessions.

15. _____ I have tried out some of the new ideas about teaching composition suggested to me by my colleagues.

16. _____ I would like to see this campus apply greater pressure for student compliance with the EPT testing requirement for entering freshman and transfer students.

17. _____ Student evaluations of my instruction in composition should be a part of my record for promotion or retention.

18. _____ Had I the choice, I would never teach undergraduate writing courses.

19. _____ Students who are not prepared to do college level writing should NOT be admitted to this campus.

20. _____ Students should receive college graduation credits for their "remedial" writing coursework on this campus.

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DIRECTIONS: Read each statement and mark the blank with a number indicating your agreement or disagreement. Use the key below in selecting your response.

1 = strongly agree	3 = disagree somewhat
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5 = unsure or not applicable	

21. _____ College resources should NOT support remedial programs in writing.

22. _____ Writing instruction by tutors or in the learning center/writing lab is useful and effective.

23. _____ Staff meetings on grading standards for composition coursework should be required.

24. _____ I think departmental (common) final exams for all freshman composition sections are a good idea.

25. _____ Grading students is destructive to the learning process since it increases writing anxiety and overall pressure to perform well.

26. _____ Much of what I've heard about "writing as process" strikes me as yet another fad in the field of composition instruction.

27. _____ Concern with students' feelings about writing is a legitimate component of my instructional responsibilities in teaching composition.

28. _____ A good composition teacher must be an active writer herself/himself.

29. _____ Within reason, I am free to teach whatever and however I choose in my writing classes.

30. _____ Most of my colleagues are out of touch with recent advances in college composition, theory and instruction

31. _____ I have a fairly good sense of what is going on in other composition clases in the English department.

32. _____ Most of the composition teachers in the English department require about the same amount and kind of student work as I do.

33. _____ On this campus, the method of placing students in "regular" or "remedial" composition sections closely corresponds to students' actual writing and reading abilities.

34. _____ In every composition class I've taught here, I've finally had to admit to myself that most students do not improve their writing very much by the end of a single school term.

35. _____ I feel I can freely discuss my composition ideas and problems with the current composition program director.

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DIRECTIONS: The following sections ask you about your own instructional goals, materials, and methods in teaching writing. ON THE LEFT please rate the importance of each item to you, the writing teacher. ON THE RIGHT please mark the main reason for your instructional choices. Check only one.

It is important to make clear whether your responses for this section describe your remedial or regular first-term freshman composition classes. Please refer to the class with which you have had the MOST RECENT EXPERIENCE.

Check one only:
☐ I am answering this section based upon my remedial instruction.
☐ I am answering this section based upon the first-term freshman composition classes I teach.
☐ I am answering based upon another lower-division writing course I teach.

HOW IMPORTANT					REASONS FOR YOUR INSTRUCTIONAL CHOICES					
VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT AT ALL		DEPARTMENT POLICY	INFORMAL FACULTY AGREEMENT	COURSE TRADITION	PERSONAL PREFERENCE	EXPERIMENTING WITH NEW IDEAS	NOT APPLICABLE
				36. THEMES UNDERLYING THE ORGANIZATION AND SEQUENCE OF YOUR WRITING CLASS INSTRUCTION:						
1	2	3	4	. . . teach for competence with the basic units of prose, e.g., phrase, sentence, paragraph.	1	2	3	4	5	6
1	2	3	4	. . . allow for in-class writing as often as possible.	1	2	3	4	5	6
1	2	3	4	. . . allow for practice revising.	1	2	3	4	5	6
1	2	3	4	. . . teach editing skills	1	2	3	4	5	6
1	2	3	4	. . . expose students to good literature	1	2	3	4	5	6
1	2	3	4	. . . teach correct grammar and usage.	1	2	3	4	5	6
1	2	3	4	. . . allow for practice in those writing activities necessary for success in other college courses, e.g., term papers and research papers.	1	2	3	4	5	6
1	2	3	4	. . . proceed developmentally through rehetorical or discourse modes.	1	2	3	4	5	6
1	2	3	4	. . . teach invention skills, such as planning, prewriting, clustering, heuristics	1	2	3	4	5	6
1	2	3	4	. . . allow for practice in writing to different audiences . .	1	2	3	4	5	6
1	2	3	4	. . . provide regular in-class writing in a workshop setting .	1	2	3	4	5	6

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THIS SECTION IS CONTINUED ON THE NEXT PAGE

HOW IMPORTANT					REASONS FOR YOUR INSTRUCTIONAL CHOICES					
VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT AT ALL		DEPARTMENT POLICY	INFORMAL FACULTY AGREEMENT	COURSE TRADITION	PERSONAL PREFERENCE	EXPERIMENTING WITH NEW IDEAS	NOT APPLICABLE
				37. MATERIALS USED IN YOUR WRITING CLASS INSTRUCTION:						
1	2	3	4	. . . grammar and usage handbook	1	2	3	4	5	6
1	2	3	4	. . . sentence exercises text or workbook.	1	2	3	4	5	6
1	2	3	4	. . . paragraph exercises text or workbook	1	2	3	4	5	6
1	2	3	4	. . . anthology - non-fiction ONLY	1	2	3	4	5	6
1	2	3	4	. . . anthology - poetry, fiction ONLY	1	2	3	4	5	6
1	2	3	4	. . . anthology - BOTH poetry, fiction, & non-fiction. . . .	1	2	3	4	5	6
1	2	3	4	. . . individual works of literature (including poetry, fiction, or non-fiction)	1	2	3	4	5	6
1	2	3	4	. . . rhetoric text or style book (no handbook).	1	2	3	4	5	6
1	2	3	4	. . . rhetoric text or style book (handbook included). . . .	1	2	3	4	5	6
1	2	3	4	. . . computer-assisted instructional packages	1	2	3	4	5	6
1	2	3	4	. . . students' own writings	1	2	3	4	5	6

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DIRECTIONS: This section continues from the previous page except that ON THE LEFT please rate the frequency with which you employ each instructional method.

FREQUENCY OF USE: ALMOST ALWAYS	MOST OF THE TIME	SOME OF THE TIME	RARELY OR NEVER		REASONS FOR YOUR INSTRUCTIONAL CHOICES: DEPARTMENT POLICY	INFORMAL FACULTY AGREEMENT	COURSE TRADITION	PERSONAL PREFERENCE	EXPERIMENTING WITH NEW IDEAS	NOT APPLICABLE
				38. CLASSROOM TEACHING ARRANGEMENTS THAT YOU USE IN YOUR WRITING CLASSES:						
1	2	3	4	. . . formal presentations to the whole class, with some class discussion which I guide	1	2	3	4	5	6
1	2	3	4	. . . whole-class discussions which I guide, with some formal presentations by me.	1	2	3	4	5	6
1	2	3	4	. . . individual student work, permitting me to circulate among working students	1	2	3	4	5	6
1	2	3	4	. . . simultaneous small group activities, during which I circulate among the working groups	1	2	3	4	5	6

39. Over the semester or quarter course, how many writing assignments (in or out of class) do you require from your students for each kind of paper below (CIRCLE THE NUMBER.)

	NONE	1 or 2 papers	3 or 5 papers	6 to 8 papers	more than 8 papers
write a paragraph.	1	2	3	4	5
write a multiparagraph essay	1	2	3	4	5
write a report	1	2	3	4	5
write a term paper or research paper	1	2	3	4	5

40. In responding to students' writing assignments, how often do you do give each of the following kinds of feedback? (CIRCLE THE NUMBER.)

	ALMOST ALWAYS	MOST OF THE TIME	SOME OF THE TIME	RARELY OR NEVER
comment on the overall quality of the paper	1	2	3	4
letter grade or numerical score	1	2	3	4
marginal comments on successful elements of writing in the paper, e.g., thesis statement, use of detail	1	2	3	4
marginal comments on problems in the paper, e.g., organization, transitions	1	2	3	4
marking of mechanical and grammatical errors.	1	2	3	4
references to course materials or class discussions on a particular topic	1	2	3	4
requests for major revision to be reviewed again by you	1	2	3	4

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41. DIRECTIONS: Listed below are activities students may be engaged in during writing class. For each activity circle the number that best describes the relative amount of CLASS TIME your writing class students spend doing each over the school term (semester or quarter).

	PROPORTION OF CLASS TIME SPENT IN VARIOUS ACTIVITIES					
	MAJOR ACTIVITY		MINOR ACTIVITY		NOT DONE	
	EVERY OR MOST CLASS SESSION(S)	A FEW OR ONE CLASS SESSION(S)	EVERY OR MOST CLASS SESSION(S)	A FEW OR ONE CLASS SESSION(S)	DURING CLASS TIME	AT ALL FOR MY CLASSES
discussing their upcoming assignments	1	2	3	4	5	6
free writing or journal writing	1	2	3	4	5	6
students' discussing or scoring their own writing	1	2	3	4	5	6
writing essays on a given topic	1	2	3	4	5	6
students working with other students.	1	2	3	4	5	6
writing essays on topics of their own choosing.	1	2	3	4	5	6
working with tutors during class.	1	2	3	4	5	6
working on or discussing material in texts on composition	1	2	3	4	5	6
discussing mechanics and standard usage	1	2	3	4	5	6
doing sentence-combining exercises.	1	2	3	4	5	6
analyzing literature.	1	2	3	4	5	6
analyzing prose models of composition	1	2	3	4	5	6
discussing linguistics.	1	2	3	4	5	6
discussing techniques for writing research papers or term papers.	1	2	3	4	5	6

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42. Which of the following out-of-class activities do you ask your writing students to do? (IF NONE, CHECK "NONE" BELOW)

_____ seek tutorial assistance - asked of all students
_____ seek tutorial assistance - asked of some students
_____ seek computer-assisted instruction - asked of any student
_____ meet occasionally with you - all students
_____ meet occasionally with you - some students
_____ NONE OF THE ABOVE CHOICES

43. How many hours a week, on the average, do you spend meeting individually with your writing students outside of class?

_____ hours a week

44. Do you ever refer your writing students to a learning center, writing lab, or tutoring center for additional writing assistance?

_____ NO (GO TO QUESTION 45.)   _____ YES (ANSWER QUESTIONS A - D BELOW.)

IF YOU ANSWERED YES TO QUESTION 44 ABOVE, COMPLETE THESE 4 QUESTIONS.

A. Do you know what work students do there? _____NO _____YES

B. Do you receive feedback from the learning or tutoring center or writing lab about your students? _____NO _____YES

C. Do students' assignments completed there count in their grade for your class? _____NO _____YES

D. Are you satisfied with the articulation between learning/tutoring center or writing lab work and classroom work? _____NO _____YES

45. Do the requirements of your course include completion of a test devised by or agreed upon by department faculty?

_____NO (GO TO QUESTION 46.)   _____ YES (ANSWER QUESTIONS A - C BELOW.)

IF YOU ANSWERED YES TO QUESTION 45 ABOVE, COMPLETE THESE 3 QUESTIONS.

A. Which of the following does that departmental test include?

_____ objective items ONLY
_____ essay items ONLY
_____ BOTH essay and objective items

B. How important are those test results in your determination of students' final grade in the course? (CHECK ONLY ONE.)

_____ no influence
_____ slight, positive influence, but cannot hurt final grade
_____ moderate influence, e.g., 25% - 30%
_____ major influence, e.g., 50% or more
_____ sole influence upon final grade

C. Does failure of the departmental test preclude a passing grade in the course?

_____ NO   _____ YES

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46. DIRECTIONS: Many diverse factors shape English department programs of lower division composition courses. Some factors exert a positive influence, others not so positive. Also a consideration is the degree of that influence. Listed below are several possible influences shaping the composition program in the English department on your campus. Circle the number that best explains the impact of each factor upon the composition program.

	INFLUENCES ON THE COMPOSITION PROGRAM							
	UNSURE ??? (or N/A)	MAJOR +++ POS.	MODERATE ++ POS.	MINOR + POS.	NO EFFECT 0	MINOR - NEG.	MODERATE -- NEG.	MAJOR --- NEG.
recent composition theory and research	1	2	3	4	5	6	7	8
training in teaching composition	1	2	3	4	5	6	7	8
faculty morale	1	2	3	4	5	6	7	8
the composition director	1	2	3	4	5	6	7	8
the composition committee	1	2	3	4	5	6	7	8
the English department chair	1	2	3	4	5	6	7	8
campus administrators	1	2	3	4	5	6	7	8
academic services sponsored by the EOP program	1	2	3	4	5	6	7	8
the learning center, tutoring center, writing lab, or other support services	1	2	3	4	5	6	7	8
faculty from other departments (who are) teaching composition in the English department	1	2	3	4	5	6	7	8
teaching of writing in departments other than the English department	1	2	3	4	5	6	7	8
part-time faculty and graduate student assistants teaching composition	1	2	3	4	5	6	7	8
regular tenured and tenure-track faculty teaching composition	1	2	3	4	5	6	7	8
caliber of students on this campus	1	2	3	4	5	6	7	8
number of students on campus who are not native speakers of English	1	2	3	4	5	6	7	8
number of students on this campus who experience second dialect interference in their writing	1	2	3	4	5	6	7	8
the English Placement Test (EPT) for freshmen and transfers	1	2	3	4	5	6	7	8
student placement policy for composition (other than placement by EPT scores)	1	2	3	4	5	6	7	8
the upper division writing requirement for graduation	1	2	3	4	5	6	7	8
agreed upon standards for grading in composition classes	1	2	3	4	5	6	7	8
formal or informal agreement among instructors about composition course curricula	1	2	3	4	5	6	7	8
formal or informal agreement among instructors about instructional methods for composition courses	1	2	3	4	5	6	7	8
available funds for xerox, secretarial support, conference travel	1	2	3	4	5	6	7	8

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47. To the best of your knowledge, what is the basis for evaluation of your composition instruction? (CHECK AS MANY AS APPLY.)

_____ I am not evaluated in composition.

_____ I have no idea how I am evaluated in composition.

_____ cumulative student evaluation forms gathered from my composition classes each term

_____ occasional classroom observations

_____ review of the syllabus, assignments, and grades from my composition courses

_____ my professional activity(ies) in the field of composition

_____ my reputation in the department with regard to composition instruction

48. Which of the following categories describes your current status on this campus? (CHECK ONLY ONE.)

_____ full-time, tenured

_____ full-time, tenure-track

_____ full-time, lecturer (non-tenure-track)

_____ part-time, lecturer

_____ part-time, graduate assistant

_____ administrative track

49. Check your highest degree status.

_____ BA, BS

_____ MA, MS, MFA

_____ ABD, PhC

_____ PhD

_____ EdD

_____ Credential(s) in ____

50. What is the field of specialization in which you've received this degree?

_____ English literature

_____ American literature

_____ rhetoric

_____ linguistics

_____ composition

_____ education

_____ OTHER: ____

51. What was your age on your last birthday?

_____ 22 or under

_____ 23 - 29

_____ 30 - 39

_____ 40 - 49

_____ 50 - 59

_____ 60 - 69

_____ 70 or over

52. How often do you read articles about composition in scholarly journals, e.g., College English, College Composition and Communication?

_____ I don't _____ Rarely _____ Occasionally _____ Regularly

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53. Which of the following activities, if any, have you participated in over the last three years on this campus (or for as long as you've been here)?

_____ essay readings for EPT or EEE
_____ essay readings for campus or department exams

_____ department committees on writing
_____ campus committees concerned with writing

_____ supervision or evaluation of part-time faculty
_____ training or supervision of T.A.'s or tutors

_____ coordination or direction of composition program
_____ coordination or direction of remedial writing program
_____ chairing the English department

_____ working with the learning center/tutoring center/writing lab program in writing instruction
_____ working with the EOP program in writing instruction

_____ organizing or leading faculty development or "retraining" in composition
_____ participating in faculty development or "retraining" in composition

_____ teaching writing in another, non-English, department, e.g., teaching a writing adjunct section in political science, history, psychology

_____ working with Bay Area Writing Project or similar local projects modeled on the BAWP
_____ conducting funded research or development related to college composition instruction

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT · POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE · LONG BEACH · LOS ANGELES · NORTHRIDGE · SAN LUIS OBISPO · SONOMA · STANISLAUS

RESEARCH IN THE EFFECTIVE TEACHING OF WRITING
A Project of The California State University and Colleges Foundation

Edward M. White, Director
Linda G. Polin, Associate

Dear Faculty or Staff Member:

The attached questionnaire should take you no more than 25 minutes to complete; most of those filling in the pilot forms took 20 minutes or less. We are asking you to give us this time so that our research will be able to include a full range of faculty perspectives on writing programs.

This research is funded by the National Institute of Education and is housed at The California State University Division of Institutional Research. The project design has been discussed and endorsed unanimously by the CSU English Council.

Our goal is to describe effective ways to teach writing to different kinds of students in various academic settings. Our fundings will not evaluate or compare campus programs and your responses will not be linked with your name or campus. We expect our results to be generally applicable to the teaching of writing in American colleges and universities.

Please return the questionnaire as soon as possible, and no later than April 30, 1982. Use the enclosed pre-addressed, pre-stamped envelope. Your answers will help us learn more about some important issues now facing universities in general and English departments in particular.

Sincerely,

Edward M White

Edward M. White

EMW:ew

Faculty Panel for the RIET-W Project

Prof. Kim Flackmann, Bakersfield
Prof. Charles Moore, Sacramento
Prof. David Rankin, Dominguez Hills
Prof. William Stryker, Northridge
Prof. Edward White, San Bernardino, Project Director

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802

(213) 590-5650

FORM B - NON-ENGLISH DEPARTMENT FACULTY TEACHING WRITING

________________ campus	________________ department or office with which you are affiliated

THIS FACULTY SURVEY IS PART OF A LARGER FEDERALLY FUNDED RESEARCH PROJECT WHICH IS INVESTIGATING THE VARIETY IN UNDERGRADUATE WRITING PROGRAMS ON THE 19 CAMPUSES OF THE CALIFORNIA STATE UNIVERSITY. YOU HAVE RECEIVED THIS QUESTIONNAIRE BECAUSE YOU TEACH WRITING, WHETHER OR NOT THAT INSTRUCTION OCCURS WITHIN THE ENGLISH DEPARTMENT AND WHETHER OR NOT THAT INSTRUCTION IS REMEDIAL, REGULAR FRESHMAN COMPOSITION, OR OTHER LOWER DIVISION WRITING.

PLEASE ANSWER ALL ITEMS AS HONESTLY AS YOU CAN. YOUR ANSWERS WILL NOT BE LINKED WITH YOUR NAME OR YOUR CAMPUS. USE THE PRE-ADDRESSED, PRE-STAMPED ENVELOPE TO RETURN YOUR QUESTIONNAIRE PROMPTLY.

THANK YOU FOR TAKING THE TIME TO ASSIST US WITH THIS RESEARCH.

---

1. During the last three years, which of the following course types have you taught?

   _____ remedial writing

   _____ freshman composition - 1st semester

   _____ freshman composition - 2nd semester

   _____ other, lower division writing

   _____ upper division writing requirement for graduation

   _____ teacher education, teacher preparation in writing instruction

   _____ special support services in writing (tutoring or learning center assistance)

2. How many years have you taught on this campus? _____ years

3. How many years have you taught writing? _____ years

DIRECTIONS: Read each statement and mark the blank with a number indicating your agreement or disagreement. Use the key below in selecting your response.

1 = strongly agree
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2 = agree somewhat
4 = strongly disagree
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---

4. _____ I would describe the relationship among those of us teaching composition as cooperative and supportive.

5. _____ Grading policies on this campus as a whole do NOT reflect concern with the quality of students' writing.

6. _____ The upper division writing requirement for graduation on this campus is meaningful and appropriate.

7. _____ The upper division writing requirement for graduation on this campus has helped promote interest in college composition campus-wide.

8. _____ I think I am an effective composition instructor.

9. _____ My responsibilities in composition instruction require more preparation and "homework" on my part than do my other teaching responsibilities.

10. _____ I am NOT likely to attend meetings designed to improve my writing instruction, e.g., faculty development or "retraining" sessions.

11. _____ I have tried out some of the new ideas about teaching composition suggested to me by my English Department colleagues.

12. _____ I would like to see this campus apply greater pressure for student compliance with the EPT testing requirement for entering freshman and transfer students.

13. _____ Student evaluations of my instruction in composition should be a part of my record for promotion or retention.

14. _____ Had I the choice, I would never teach undergraduate writing courses.

15. _____ Students who are not prepared to do college level writing should NOT be admitted to this campus.

16. _____ Students should receive college graduation credits for their "remedial" writing coursework on this campus

DIRECTIONS: Read each statement and mark the blank with a number indicating your agreement or disagreement. Use the key below in selecting your response.

1 = strongly agree
3 = disagree somewhat
2 = agree somewhat
4 = strongly disagree
5 = unsure or not applicable.

---

17. _____ College resources should NOT support remedial programs in writing.

18. _____ Writing instruction by tutors or in the learning center/writing lab is useful and effective.

19. _____ Staff meetings on grading standards for composition coursework should be required.

20. _____ I think common final exams for all freshman composition sections are a good idea.

21. _____ Grading students is destructive to the learning process since it increases writing anxiety and overall pressure to perform well.

22. _____ Much of what I've heard about "writing as process" strikes me as yet another fad in the field of composition instruction.

23. _____ Concern with students' feelings about writing is a legitimate component of my instructional responsibilities in teaching composition.

24. _____ A good composition teacher must be an active writer herself/himself.

25. _____ Within reason, I am free to teach whatever and however I choose in my writing instruction.

26. _____ I have a fairly good sense of what is going on in other composition clases in the English department.

27. _____ Most of the composition teachers in the English department require about the same amount and kind of student work as I do.

28. _____ On this campus, the method of placing students in "regular" or "remedial" composition sections closely corresponds to students' actual writing and reading abilities.

29. _____ In the composition instruction I've done here, I've finally had to admit to myself that most students do r improve their writing very much by the end of a single school term.

30. _____ I feel I can freely discuss my composition ideas and problems with the current composition program director.

DIRECTIONS: The following sections ask you about your own instructional goals, materials, and methods in teaching writing. ON THE LEFT please rate the importance of each item to you, the writing teacher. ON THE RIGHT please mark the main reason for your instructional choices. Check only one.

It is important to know what kind of writing instruction your answers refer to. Please refer to the class with which you have had the MOST RECENT EXPERIENCE.

Check only one ☐ I am answering this section based upon my remedial instruction.
☐ I am answering based upon my teaching in ______________.

HOW IMPORTANT					REASONS FOR YOUR INSTRUCTIONAL CHOICES					
VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT AT ALL		DEPARTMENT POLICY	INFORMAL FACULTY AGREEMENT	COURSE TRADITION	PERSONAL PREFERENCE	EXPERIMENTING WITH NEW IDEAS	NOT APPLICABLE
				31. THEMES UNDERLYING THE ORGANIZATION AND SEQUENCE OF YOUR WRITING INSTRUCTION:						
1	2	3	4	. . . teach for competence with the basic units of prose, e.g., phrase, sentence, paragraph.	1	2	3	4	5	6
1	2	3	4	. . . allow for in-class writing as often as possible.	1	2	3	4	5	6
1	2	3	4	. . . allow for practice revising.	1	2	3	4	5	6
1	2	3	4	. . . teach editing skills	1	2	3	4	5	6
1	2	3	4	. . . expose students to good literature	1	2	3	4	5	6
1	2	3	4	. . . teach correct grammar and usage.	1	2	3	4	5	6
1	2	3	4	. . . allow for practice in those writing activities necessary for success in other college courses, e.g., term papers and research papers.	1	2	3	4	5	6
1	2	3	4	. . . proceed developmentally through rehetorical or discourse modes.	1	2	3	4	5	6
1	2	3	4	. . . teach invention skills, such as planning, prewriting, clustering, heuristics	1	2	3	4	5	6
1	2	3	4	. . . allow for practice in writing to different audiences . .	1	2	3	4	5	6
1	2	3	4	. . . provide regular in-class writing in a workshop setting .	1	2	3	4	5	6

THIS SECTION CONTINUES ON THE NEXT PAGE.

HOW IMPORTANT					REASONS FOR YOUR INSTRUCTIONAL CHOICES					
VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT AT ALL		DEPARTMENT POLICY	INFORMAL FACULTY AGREEMENT	COURSE TRADITION	PERSONAL PREFERENCE	EXPERIMENTING WITH NEW IDEAS	NOT APPLICABLE
				32. MATERIALS USED IN YOUR WRITING INSTRUCTION:						
1	2	3	4	. . . grammar and usage handbook	1	2	3	4	5	6
1	2	3	4	. . . sentence exercises text or workbook.	1	2	3	4	5	6
1	2	3	4	. . . paragraph exercises text or workbook	1	2	3	4	5	6
1	2	3	4	. . . anthology - non-fiction ONLY	1	2	3	4	5	6
1	2	3	4	. . . anthology - poetry, fiction ONLY	1	2	3	4	5	6
1	2	3	4	. . . anthology - BOTH poetry, fiction, & non-fiction. . . .	1	2	3	4	5	6
1	2	3	4	. . . individual works of literature (including poetry, fiction, or non-fiction)	1	2	3	4	5	6
1	2	3	4	. . . rhetoric text or style book (no handbook).	1	2	3	4	5	6
1	2	3	4	. . . rhetoric text or style book (handbook included). . . .	1	2	3	4	5	6
1	2	3	4	. . . computer-assisted instructional packages	1	2	3	4	5	6
1	2	3	4	. . . students' own writings	1	2	3	4	5	6

DIRECTIONS: This section continues from the previous page except that ON THE LEFT please rate the frequency with which you employ each instructional method.

FREQUENCY OF USE					REASONS FOR YOUR INSTRUCTIONAL CHOICES					
ALMOST ALWAYS	MOST OF THE TIME	SOME OF THE TIME	RARELY OR NEVER	33. CLASSROOM TEACHING ARRANGEMENTS THAT YOU USE IN YOUR WRITING CLASSES:	DEPARTMENT POLICY	INFORMAL FACULTY AGREEMENT	COURSE TRADITION	PERSONAL PREFERENCE	EXPERIMENTING WITH NEW IDEAS	NOT APPLICABLE
1	2	3	4	. . . formal presentations to the whole class, with some class discussion which I guide	1	2	3	4	5	6
1	2	3	4	. . . whole-class discussions which I guide, with some formal presentations by me	1	2	3	4	5	6
1	2	3	4	. . . individual student work, permitting me to circulate among working students	1	2	3	4	5	6
1	2	3	4	. . . simultaneous small group activities, during which I circulate among the working groups	1	2	3	4	5	6

34. Over the semester or quarter course, how many writing assignments (in or out of class) do you require from your students for each kind of paper below (CIRCLE THE NUMBER.)

	NONE	1 or 2 papers	3 or 5 papers	6 to 8 papers	more than 8 papers
write a paragraph	1	2	3	4	5
write a multiparagraph essay	1	2	3	4	5
write a report	1	2	3	4	5
write a term paper or research paper	1	2	3	4	5

35. In responding to students' writing assignments, how often do you do give each of the following kinds of feedback? (CIRCLE THE NUMBER.)

	ALMOST ALWAYS	MOST OF THE TIME	SOME OF THE TIME	RARELY OR NEVER
comment on the overall quality of the paper	1	2	3	4
letter grade or numerical score	1	2	3	4
marginal comments on successful elements of writing in the paper, e.g., thesis statement, use of detail	1	2	3	4
marginal comments on problems in the paper, e.g., organization, transitions	1	2	3	4
marking of mechanical and grammatical errors	1	2	3	4
references to course materials or class discussions on a particular topic	1	2	3	4
requests for major revision to be reviewed again by you	1	2	3	4

36. DIRECTIONS: Listed below are activities students may be engaged in during writing class. For each activity circle the number that best describes the relative amount of INSTRUCTIONAL TIME your writing students spend doing each over the school term (semester or quarter).

PROPORTION OF CLASS TIME SPENT IN VARIOUS ACTIVITIES

	MAJOR ACTIVITY		MINOR ACTIVITY		NOT DONE	
	EVERY OR MOST SESSION(S)	A FEW OR ONE SESSION(S)	EVERY OR MOST SESSION(S)	A FEW OR ONE SESSION(S)	DURING SESSION(S)	AT ALL SESSION(S)
discussing their upcoming assignments	1	2	3	4	5	6
free writing or journal writing	1	2	3	4	5	6
students' discussing or scoring their own writing	1	2	3	4	5	6
writing essays on a given topic	1	2	3	4	5	6
students working with other students.	1	2	3	4	5	6
writing essays on topics of their own choosing.	1	2	3	4	5	6
working with tutors during class.	1	2	3	4	5	6
working on or discussing material in texts on composition	1	2	3	4	5	6
discussing mechanics and standard usage	1	2	3	4	5	6
doing sentence-combining exercises.	1	2	3	4	5	6
analyzing literature.	1	2	3	4	5	6
analyzing prose models of composition	1	2	3	4	5	6
discussing linguistics.	1	2	3	4	5	6
discussing techniques for writing research papers or term papers.	1	2	3	4	5	6

37. Which of the following outside activities do you ask your writing students to do? (IF NONE, CHECK "NONE" BELOW)

_____ seek tutorial assistance - asked of all students
_____ seek tutorial assistance - asked of some students
_____ seek computer-assisted instruction - asked of any student
_____ meet occasionally with you - all students
_____ meet occasionally with you - some students
_____ NONE OF THE ABOVE CHOICES

38. If you work in a learning center, writing lab, or tutoring center, are students referred to you for assistance in writing by their instructors?

_____ NO (GO TO QUESTION 39.)   _____ YES (ANSWER QUESTIONS A - D BELOW.)

IF YOU ANSWERED YES TO QUESTION 37 ABOVE, COMPLETE THESE 4 QUESTIONS.

A. Do you give feedback to those instructors about their students? _____NO _____YES

B. Do students work on writing class assignments in the lab? _____NO _____YES

C. Are you satisfied with the articulation between learning/tutoring center or writing lab work and classroom work? _____NO _____YES

39. To the best of your knowledge, what is the basis for evaluation of your composition instruction? (CHECK AS MANY AS APPLY.)

_____ I am not evaluated in composition.

_____ I have no idea how I am evaluated in composition.

_____ cumulative student evaluation forms gathered from my students each term

_____ occasional classroom observations

_____ review of the syllabus, assignments, and grades

_____ my professional activity(ies) in the field of composition

_____ my reputation with regard to composition instruction

40. Which of the following categories describes your current status on this campus? (CHECK ONLY ONE.)

_____ full-time, tenured
_____ full-time, tenure-track
_____ full-time, lecturer (non-tenure-track)
_____ part-time, lecturer
_____ part-time, graduate assistant
_____ administrative track

41. Check your highest degree status.

_____ BA, BS
_____ MA, MS, MFA
_____ ABD, PhC
_____ PhD
_____ EdD
_____ Credential(s) in ______________________________

42. What is the field of specialization in which you've received this degree?

_____ English literature

_____ American literature

_____ rhetoric

_____ linguistics

_____ composition

_____ education

_____ OTHER: ____

43. What was your age on your last birthday?

_____ 22 or under

_____ 23 - 29

_____ 30 - 39

_____ 40 - 49

_____ 50 - 59

_____ 60 - 69

_____ 70 or over

44. How often do you read articles about composition in scholarly journals, e.g., *College English*, *College Composition and Communication*?

_____ I don't _____ Rarely _____ Occasionally _____ Regularly

45. Which of the following activities, if any, have you participated in over the last three years on this campus (or for as long as you've been here)?

_____ essay readings for EPT or EEE

_____ essay readings for campus or department exams

_____ department committees on writing

_____ campus committees concerned with writing

_____ supervision or evaluation of part-time faculty

_____ training or supervision of T.A.'s or tutors

_____ coordination or direction of composition program

_____ coordination or direction of remedial writing program

_____ chairing the English department

_____ working with the learning center/tutoring center/writing lab program in writing instruction

_____ working with the EOP program in writing instruction

_____ organizing or leading faculty development or "retraining" in composition

_____ participating in faculty development or "retraining" in composition

_____ teaching writing in another, non-English, department, e.g., teaching a writing adjunct section in political science, history, psychology

_____ working with Bay Area Writing Project or similar local projects modeled on the BAWP

_____ conducting funded research or development related to college composition instruction

B. CAMPUS FACT SHEET

CAMPUS FACT SHEET ______________ (campus)

1. Campus Composition Program Description

The chart below helps describe the 1981-1982 composition program that will be in operation at your institution. Fill in the department and course number for expository writing courses offered on your campus at each instructional level below. If the course includes required tutorial assistance, circle Y for yes. If students receive a letter grade for course completion, circle Y for yes. If students receive residence credit for carrying that course, circle Y for yes. If those credits count toward graduation unit total, circle Y for yes. In the column marked "prerequisites" indicate use of EPT scores or other placement criteria. PLEASE INCLUDE ESL AND OTHER COMPOSITION INSTRUCTION OUTSIDE THE ENGLISH DEPARTMENT.

DEPARTMENT AND COURSE NUMBER	TUTORIAL COMPONENT REQUIRED?	GRADED (ABCDF/I)?	COURSE LOAD CREDITS?	GRAD. UNITS?	PREREQUISITES (EPT SCORE, OTHER)
1.1 PRE-REMEDIAL COURSE WORK (study skills level)					
ex: Study Skills (rdg.)	[✓ Y] N	Y [✓ N]	[✓ Y] N	Y [✓ N]	ex: EPT total ≤ 133
1. ________	Y N	Y N	Y N	Y N	1. ________
2. ________	Y N	Y N	Y N	Y N	2. ________
3. ________	Y N	Y N	Y N	Y N	3. ________
4. ________	Y N	Y N	Y N	Y N	4. ________
1.2 REMEDIAL COURSE WORK (preparation for college comp.)					
1. ________	Y N	Y N	Y N	Y N	1. ________
2. ________	Y N	Y N	Y N	Y N	2. ________
3. ________	Y N	Y N	Y N	Y N	3. ________
1.3 FRESHMAN COMP.					
1. ________	Y N	Y N	Y N	Y N	1. ________
2. ________	Y N	Y N	Y N	Y N	2. ________
3. ________	Y N	Y N	Y N	Y N	3. ________

1. Campus Composition Program Description cont.

DEPARTMENT AND COURSE NUMBER	TUTORIAL COMPONENT REQUIRED?	GRADED (ABCDF/I)?	COURSE LOAD CREDITS?	GRAD. UNITS?	PREREQUISITES (EPT SCORE, OTHER)
1.4 OTHER LOWER DIVISION COMP.					
1.	Y N	Y N	Y N	Y N	1.
2.	Y N	Y N	Y N	Y N	2.
3.	Y N	Y N	Y N	Y N	3.
1.5 UPPER DIVISION COMPOSITION (expository writing)					
ex: Pan-African St. 360	Y [✓ N]	[✓ Y] N	[✓ Y] N	[✓ Y] N	ex: dept. consent (req'd)
1.	Y N	Y N	Y N	Y N	1.
2.	Y N	Y N	Y N	Y N	2.
3.	Y N	Y N	Y N	Y N	3.
4.	Y N	Y N	Y N	Y N	4.

2. Composition Students

This section asks you about assistance and options available to students as they move through the composition program on your campus. PLEASE REFER TO THE COMING ACADEMIC YEAR, FALL 1981 TO SPRING 1982, FOR YOUR ANSWERS. If significant changes have taken place in any of these areas, star (*) the item that would have been answered differently for 1980-1981.

2.1 Where is composition assistance available outside regular classroom instruction? (check as many as apply)

______ learning center with tutorial assistance

______ learning center without tutorial assistance

______ English department tutorial center or assistance

______ EOP tutorial assistance

______ other (describe) ______________________________

____

2.2 What, if any, special provisions are available for limited English or non-English speaking students? (other than those listed on pages 1 and 2)?

____

____

2.3 How, if at all, are students advised about recommended placement for composition instruction?

______ required placement by EPT score(s)

______ other: ______________________________

____

____

2.4 How can students on campus challenge the Freshman Composition course?

______ English Equivalency Exam

______ other (describe) ______________________________

____

2. Composition students cont.

2.5 How many students challenged Freshman Composition last year (Fall 1980-Spring 1981)?__________

How many were successful?__________

2.6 Which one of the following patterns enables your students to fulfill their upper division writing requirement for graduation? (check only one)

______exam only

______course only

______exam or course(s) option

______other (describe) ______________________________

____

____

3. Staffing Profile

This section asks about the size and staffing of your program at each level of writing instruction. PLEASE USE PROJECTIONS FOR THIS ACADEMIC YEAR, FALL 1981-SPRING 1982, TO ANSWER QUESTIONS BELOW.

3.1 What is the total FTEF for the English department, 1981-1982?__________

3.2 How many people will be on the teaching staff of the English department? How many of them will normally teach comp.?

____Full time, tenure track ____normally teach comp.

____Full time, lecturers ____normally teach comp.

____Part time, lecturers ____normally teach comp.

____T.A.'s or graduate assistants ____normally teach comp.

3.3 What are projected maximum and average section or class enrollments for each level below?

PRE-COLLEGE			LOWER DIVISION COMP.		
MAX	AVG		MAX	AVG.	
____	____	(a) pre-remedial	____	____	(a) Freshman Comp.
____	____	(b) remedial	____	____	(b) ____________
____	____	(c) ________	____	____	(c) ____________

ENGLISH UPPER DIVISION (expository writing classes)

MAX	AVG	
____	____	(a)________________
____	____	(b)________________
____	____	(c)________________

3.4 What is your projected TOTAL enrollment (1981-1982) for each level below?

_____Pre-remedial

_____remedial

_____Freshman comp.

_____other lower division comp.

_____upper division, English department comp.

3.4 Please fill in the chart below with numbers that reflect this year's program (1981-1982) size and pattern of staffing. LIST BY DEPARTMENT AND COURSE NUMBER. Figures in (B) should equal total in (A).

	A.	B.				
	HOW MANY ENGLISH SECTIONS OFFERED FALL 1981 TO SPRING 1982	HOW MANY OF THESE SECTIONS WILL BE TAUGHT BY:				
		ENGLISH FULL-TIME TENURE TRACK	ENGLISH FULL-TIME LECTURERS	ENGLISH PART-TIME LECTURERS	ENGLISH TEACHING ASSIST.	NON-ENGLISH DEPT. STAFF
PRE-COLLEGE REMEDIAL						
REMEDIAL						
FRESHMAN COMPOSITION						
OTHER LOWER DIVISION COMPOSITION						
UPPER DIVISION COMPOSITION (EXPOSITORY WRITING)						

4. Department Administration

This section asks about the roles and activities of department administrators. Place a check (✓) in the column(s) that indicate(s) who has primary responsibility for/in each activity. IF THE ACTIVITY DOES NOT TAKE PLACE IN YOUR DEPARTMENT, PLEASE CHECK THE COLUMN MARKED N/A, NOT APPLICABLE.

ADMINISTRATIVE ACTIVITIES	N/A	DEPT. CHAIR	COMP. CHAIR	REMEDIAL DIRECTOR	NO ONE DESIGNATED	OTHER STAFF POSITION OR COMMITTEE (describe below)
4.1 represent department in campus-wide comp matters						
4.2 convene comp committee meeting						
4.3 formally propose revisions of composition policy and procedures						
4.4 schedule courses and teaching assignments						
4.5 supervise and/or train TA's or grad assistants						
4.6 evaluate comp. instructors						
4.7 initiate the development of departmental courses						
4.8 develop common curricula or syllabuses						
4.9 initiate development of departmental courses						
4.10 develop and review course objectives						
4.11 choose common curricula or syllabuses						

4. Department Administration cont.

ADMINISTRATIVE ACTIVITIES	N/A	DEPT CHAIR	COMP CHAIR	REMEDIAL DIRECTOR	NO ONE DESIGNATED	OTHER STAFF POSITION OR COMMITTEE (describe below)
4.12 choose common texts						
4.13 other major composition-related activities: ________________ ________________ ________________ ________________						

4. Department Administration cont.

4.14 If any composition courses have common requirements please check (✓) below:

Course:	Stated Objectives	Texts	Assignments	Exam	Grading
____________					
____________					
____________					
____________					

4.15 How much ASSIGNED TIME is allocated to the composition program and related activities?

________FTEF (example: .75 FTEF)

4.16 Besides the comp. director, to whom or for what is assigned time allotted? (indicate units allotted and to what title, below)

Units	Title
____________	____________________________
____________	____________________________
____________	____________________________

4.17 Please assist us in communicating with your department. Write in the names and phone numbers of faculty who fill each adminstrative position below. (If currently vacant, write vacant; if no such position exists, write n/a).

		ATSS number	public number
English department chair			
Comp. Chair			
Remedial Chair			
Comp. committee chair			
other:			

5. Campus-wide composition activities

5.1 List campus-wide committees concerned with composition instruction or assessment of composition skills.

1. ____________________

2. ____________________

5.2 This year (1981-1982), will any English department staff regularly teach composition in another department?

____Yes No____

If yes, where will they (s/he) teach?________________

5.3 This year, will any faculty from outside the English department teach an English composition course?

____Yes No_____

If yes, from which department(s)______________________

5.4 Please list any composition-related grants or projects operating on your campus in recent years. Include their source and year(s) of operation.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

6. Your comments

6.1 Please list two or three of the strong points or "best features" of the composition program on your campus.

____

____

____

____

____

6.2 Please list two or three important problems that exist in the campus composition program.

____

____

____

____

____

____

____

6.3 If there is anything else important you would like to mention about your program or your campus, please mention it here.

____

____

____

____

____

____

____

____

____

C. INTERVIEW PROTOCOLS

1. English Department Chair
2. Composition Program Coordinator
3. Remedial Program Coordinator
4. Academic Vice President
5. Dean of Humanities
6. Directors of Learning Centers or Educational Opportunity Programs

Research in the Effective Teaching of Writing

Phase I Interviews

Campus ____

Date ____________________

Interviewer ____

Respondent Category:

Position or Title ______________________

Office or Department ____________________

Tape Available:

Yes ______

No ______

Accompanying Documents:

Yes ______ (Attach, please)

No ______

INTERVIEW PROTOCOL FOR ENGLISH DEPARTMENT CHAIRS

WHEN WE CONTACTED CAMPUSES FOR THIS RESEARCH PROJECT, WE SENT ALONG A SURVEY FOR THE ENGLISH CHAIRS ON EACH OF THE NINETEEN CSU CAMPUSES. THE SURVEY, WHICH WE'VE DUBBED THE "FACT SHEET," ASKED FOR BASIC FACTUAL INFORMATION ON THE COMPOSITION PROGRAM. WE LEFT IT OPEN FOR THE ENGLISH CHAIRS TO COMPLETE THE SURVEY THEMSELVES OR PASS IT ALONG TO THE COMP. CHAIRS.

DID YOU COMPLETE THE FACT SHEET FOR THIS DEPARTMENT?

WELL, HERE'S A COPY. IN THIS INTERVIEW I'LL BE REFERRING TO ITEMS ON THE FACT SHEET FROM TIME TO TIME.

BEFORE WE BEGIN THE INTERVIEW SESSION, I'D LIKE TO EXPLAIN THAT I WILL BE ASKING YOU QUESTIONS FROM AN INTERVIEW GUIDELINE THAT WAS DEVELOPED FOR ENGLISH DEPARTMENT CHAIRS ON ALL OF THE TEN CAMPUSES BEING VISITED BY THIS PROJECT. TO ENSURE REGULARITY IN THE INTERVIEW PROCESS, ALL OF US CONDUCTING INTERVIEWS WILL BE ASKING THE SAME QUESTIONS, IN THE SAME ORDER. IN SHORT, WE WILL BE GUIDED BY AN INTERVIEW SCRIPT. SO, SOME OF THE THINGS I ASK YOU WILL NOT BE ESPECIALLY RELEVANT TO YOUR SITUATION HERE, THOUGH THEY MAY BE FOR SOMEONE ELSE ON ANOTHER CAMPUS. ALSO, THE INTERVIEW MAY SEEM A BIT FORMAL OR STILTED BECAUSE OF THE SCRIPT OF QUESTIONS AND FOLLOW-UPS.

HOWEVER, AND THIS IS VERY IMPORTANT, PLEASE DON'T FEEL BOUND BY THE QUESTIONS I ASK. IF YOU FEEL YOU HAVE SOMETHING ELSE TO ADD ON ANOTHER TOPIC, PLEASE DO SO.

NOW, BECAUSE I DON'T WANT TO MISS OR MISQUOTE ANY OF WHAT YOU SAY, I'D LIKE TO TAPE RECORD THIS TALK, WITH YOUR PERMISSION, OF COURSE. THIS IS ONLY TO PROVIDE A WORKING TRANSCRIPT FOR THE PROJECT STAFF. YOUR IDENTITY WILL NOT BE LINKED TO RESPONSES, AND ONLY PROJECT STAFF AND THE TRANSCRIBER WILL HEAR THIS TAPE.

IF AT ANY POINT DURING THE SESSION YOU WANT TO SAY SOMETHING OFF THE RECORD, PLEASE TELL ME AND I'LL TURN OFF THE RECORDER. IS IT OKAY, THEN, TO TAPE THIS INTERVIEW?

(START THE TAPE)

THE INTERVIEW HAS TWO PARTS. THE FIRST IS VERY BRIEF AND ASKS ABOUT YOU, YOUR BACKGROUND AND EXPERIENCE. THE SECOND PART IS MUCH LONGER AND FOCUSES UPON SEVERAL ASPECTS OF THE COMPOSITION PROGRAM.

LET'S BEGIN WITH YOU.

1. How long have you been here at ____________(campus)____________ .

   and that's all been in the English department?

2. And how long have you been the department chair?

   How much longer do you expect to be?

3. I'd like to get a sense of what is involved in being English chair.

   What are your main responsibilities as comp. chair?

   PROBES: Do you have a written job description? (May I take a copy with me?)

On pages 7 and 8 of the FACT SHEET, I see that the English chair is responsible for ____

____.

Are there any other activities you take care of?

PROBES: How about hiring of staff?

Are you involved in faculty retraining?

Are you a member of the comp. committee?

Are there any particular ideas or pet projects you've initiated or devoted a lot of time to?

PROBES: Would you explain a bit?

Are all these things routine functions for the English chair, or are some of them things you've undertaken on your own?

THANKS. THAT'S VERY HELPFUL TO ME. NOW, IN ADDITION TO BEING THE DEPARTMENT CHAIR, YOU TEACH IN THE DEPARTMENT, RIGHT?

4. What courses will you be teaching this year?

5. Are any of these lower division, required writing courses?

6. Over your teaching career, in what areas have you done the most teaching?

7. Besides teaching and activities you've mentioned, do you pursue any other professional activities in composition?

PROBES: Would you say you're interested in keeping up with comp. as a field?

What do you read in this area?

BEFORE I MOVE ON TO THE REST OF THE INTERVIEW, IS THERE ANYTHING ELSE YOU FEEL I OUGHT TO KNOW ABOUT YOU AS DEPARTMENT CHAIR?

FOR THE REMAINDER OF THE INTERVIEW WE'LL BE DISCUSSING THE COMPOSITION PROGRAM HERE AT ____. WHEN WE USE THE TERM "COMP. PROGRAM," LET'S AGREE TO REFER TO UPPER AND LOWER DIVISION COURSES IN THE ENGLISH DEPARTMENT.

8. Is that a definition you're comfortable with?

NOTE TO INTERVIEWER: If something else is mentioned, find out:
(a) under whose auspices it operates;
(b) how its related to the English department.

THANKS. THE REST OF THE INTERVIEW IS DIVIDED INTO SECTIONS ABOUT THE COMP. PROGRAM. AT THE VERY END, I'D LIKE TO GET YOUR ASSESSMENT OF SOME OF THE ISSUES WE'LL COVER NOW. COULD YOU HOLD YOUR JUDGMENTS UNTIL THAT SECTION AT THE END, OR LET ME KNOW WHEN YOU'RE EXPRESSING YOUR OWN PERSPECTIVE ON A TOPIC.

I'D LIKE TO START WITH SOME QUESTIONS ON THE DECISION-MAKING PROCESS IN TERMS OF THE COMP. PROGRAM.

9. As the department chair, how are you involved in the administration of the comp. program?

10. What part do you play in decisions affecting the comp. program? What are some of these kinds of decisions?

PROBES: Policies on course requirements?

Hiring comp. staff?

Scheduling class assignments for comp.?

Evaluating comp. staff?

Instructional content, methods or texts for comp.?

Selection of comp. chair?

Selection of comp. committee?

11. Is there a campus-wide writing committee?

PROBES: Who's on it?

What does it do?

Are there any other mechanisms for bringing faculty together on writing issues?

OK. WE'VE DISCUSSED SOME OF THE THINGS YOU'RE INVOLVED WITH AND HOW OTHERS CAN PARTICIPATE IN COMP. PROGRAM DECISIONS.

12. Do most comp. decisions follow a particular route from the initiation of ideas through to the final decision?

PROBES: Could you trace that route for me using a recent issue?

I'm particularly interested in knowing who participates, in what way.

THANKS. THAT'S VERY USEFUL TO KNOW. NOW, I'D LIKE TO ASK YOU ABOUT THE CLIMATE SURROUNDING THE COMP. PROGRAM IN THIS DEPARTMENT AND ON CAMPUS.

13. Many English faculty are uncomfortable with the recent increase of composition courses and the attention to basic writing. I'd like to know how the faculty in this department feel?

PROBES: How about the tenured faculty?

And the rest of the faculty?

How do you know this?

14. And how do you feel; would you like to have more comp. specialists in your department?

15. How does the English faculty generally regard composition research and other professional activities related to composition?

PROBES: Do the faculty approve?

Does work in composition count toward tenure and promotion?

Do you sense any change in attitude toward these activities over the past several years?

16. How about on the campus at large, how do other departments feel about the increased attention to comp.?

    Do other departments feel the English department is doing a good job?

    Do you sense any support for writing in other departments?

    NOTE TO INTERVIEWERS: If responses are NEGATIVE, ask:
    Why is that?
    Is there any competition for FTE?

THIS IS GOING VERY WELL. YOUR ANSWERS ARE GOING TO BE QUITE HELPFUL. I'D LIKE TO MOVE ON TO ANOTHER SUBJECT, YOU. I'M INTERESTED IN YOUR PERCEPTIONS AND JUDGMENTS ABOUT THE COMP. PROGRAM.

17. What's your assessment of how well the program is working?

    What makes you say that?

    PROBES: Have there been any formal reports or studies?

    Do you hear from the English faculty?

    Are comp. students doing well on the upper division writing requirement for graduation?

18. Is there anything you would like to see done differently in the program? Please explain.

PROBES: Curriculum? Course sequence? Staffing? Placement? Instructional methods, materials?

19. Are there plans to try any of these changes?

I'D LIKE TO REFER TO THE FACT SHEET FOR A MOMENT. ON PAGE 11, THERE ARE STRENGTHS AND PROBLEMS LISTED FOR THE COMP. PROGRAM. I'D LIKE TO GET YOU TO EXPAND ON THESE.

NOTE TO INTERVIEWERS: You're on your own folks. Probe and nudge.

IS THERE ANYTHING ELSE YOU THINK I SHOULD KNOW ABOUT YOU, YOUR DEPARTMENT OR THE COMP. PROGRAM?

THANKS AGAIN.

REVISED COMPOSITION CHAIR PROTOCOL

WHEN WE CONTACTED CAMPUSES FOR THIS RESEARCH PROJECT, WE SENT ALONG A SURVEY FOR THE ENGLISH CHAIRS ON EACH OF THE NINETEEN CSU CAMPUSES. THE SURVEY, WHICH WE'VE DUBBED THE "FACT SHEET," ASKED FOR BASIC FACTUAL INFORMATION ON THE COMPOSITION PROGRAM. WE LEFT IT OPEN FOR THE ENGLISH CHAIRS TO COMPLETE THE SURVEY THEMSELVES OR PASS IT ALONG TO THE COMP. CHAIRS.

DID YOU HELP FILL-IN THE FACT SHEET FOR THIS DEPARTMENT? HAVE YOU SEEN IT?

WELL, HERE'S A COPY. IN THIS INTERVIEW I'LL BE REFERRING TO ITEMS ON THE FACT SHEET FROM TIME TO TIME.

BEFORE WE BEGIN THE INTERVIEW SESSION, I'D LIKE TO EXPLAIN THAT I WILL BE ASKING YOU QUESTIONS FROM AN INTERVIEW GUIDELINE THAT WAS DEVELOPED FOR COMPOSITION CHAIRS ON ALL OF THE TEN CAMPUSES BEING VISITED. TO ENSURE REGULARITY IN THE INTERVIEW PROCESS, ALL OF US CONDUCTING INTERVIEWS WILL BE ASKING THE SAME QUESTIONS, IN THE SAME ORDER. IN SHORT, WE WILL BE FOLLOWING AN INTERVIEW SCRIPT. SO, SOME OF THE THINGS I ASK YOU WILL NOT BE ESPECIALLY RELEVANT TO YOUR SITUATION HERE, THOUGH THEY MAY BE FOR SOMEONE ELSE ON ANOTHER CAMPUS. ALSO, THE INTERVIEWING MAY SEEM A BIT FORMAL OR STILTED BECAUSE OF THE PREPARED SCRIPT OF QUESTIONS AND FOLLOW-UPS.

HOWEVER, AND THIS IS IMPORTANT, PLEASE DON'T FEEL THAT YOU CAN'T INTERJECT ANOTHER TOPIC. IF THERE IS SOMETHING I SHOULD KNOW, OR IF MY QUESTIONS AREN'T GETTING THE COMPLETE PICTURE ON A SUBJECT, PLEASE LET ME KNOW.

NOW, BECAUSE I DON'T WANT TO MISS OR MISQUOTE ANY OF WHAT YOU SAY, I'D LIKE TO RECORD OUR CONVERSATION, WITH YOUR PERMISSION. THIS WILL ALLOW US TO TRANSCRIBE A WORKING DRAFT OF THE INTERVIEW DATA. OF COURSE, ONLY THE PROJECT STAFF AND THE TRANSCRIBER WILL HEAR THE TAPES, AND YOUR IDENTITY WILL NOT BE EXPOSED IN OUR REPORTING.

IF AT ANY POINT YOU WANT TO SAY SOMETHING OFF THE RECORD, PLEASE TELL ME AND I'LL TURN OFF THE RECORDER. IS IT OKAY, THEN, TO RECORD THIS INTERVIEW?

(START THE TAPE)

THE INTERVIEW IS SET UP IN TWO PARTS. THE FIRST IS VERY BRIEF AND ASKS ABOUT YOU, YOUR BACKGROUND AND EXPERIENCE. THE SECOND PART IS MUCH LONGER AND FOCUSES UPON SEVERAL ASPECTS OF THE COMPOSITION PROGRAM.

LET'S BEGIN WITH YOU.

1. How long have you been here at ______(campus)______ ?

   and that's all been with the English department?

2. And how long have you been the comp. chair?

   How much longer do you expect to be?

   Would you mind briefly telling me how you came to be comp. chair?

   PROBES: Do you know of any special criteria affecting your selection?

   Why did you accept the position?

3. I'd like to get a sense of what is involved in being comp. chair. What are your responsibilities?

PROBES: Do you have a written job description? (May I take a copy with me?)

On pages 7 and 9 of the FACT SHEET, I see that the comp. chair is responsible for ____

____

Are there any other activities you take care of?

PROBES: How about hiring of staff?

Are you involved in any faculty retraining?

Are you the chair of the comp. committee?

Are there any particular ideas or pet projects you've initiated or devoted a lot of time to?

PROBES: Would you explain a bit.

Are all those things routine functions, or are some of them things you've undertaken on your own?

4. Thanks, that's very helpful. Now, in addition to being comp. chair you teach in the department, right? What courses will you be teaching this year?

   PROBES: Are any of these lower division, required writing courses?

5. Over your teaching career, in what areas have you done the most teaching?

6. Besides teaching and activities you've already mentioned, what professional activities do you pursue in the field of composition?

   What do you read in the area?

BEFORE I MOVE ON TO THE REST OF THE INTERVIEW, IS THERE ANYTHING ELSE YOU FEEL I OUGHT TO KNOW ABOUT YOU AS COMP. DIRECTOR?

FOR THE REMAINDER OF THE INTERVIEW WE'LL BE DISCUSSING THE COMPOSITION PROGRAM HERE AT ______________________________. WHEN WE USE THE TERM "COMP. PROGRAM" IN THIS INTERVIEW LET'S AGREE TO REFER TO UPPER AND LOWER DIVISION COURSES IN THE ENGLISH DEPARTMENT.

7. Is that a definition you're comfortable with?

NOTE TO INTERVIEWERS: If something else is mentioned, find out:
(a) under whose auspices it operates;
(b) how it's related to the English department.

8. Is there anything like an underlying philosophy or set of goals for the comp. program?

Could you explain?

PROBE: Is this written down somewhere? May I get a copy?

THANKS. NOW, THE REST OF THE INTERVIEW IS DIVIDED INTO SECTIONS ABOUT THE COMP. PROGRAM. THE FIRST PART IS ABOUT THE PROGRAM PRACTICES AND POLICIES, THE NEXT SECTION ON PROGRAM DECISION-MAKING, THEN STAFFING, AND FINALLY, A SECTION ASKING ABOUT YOUR PERSPECTIVE ON THESE ISSUES.

SO, COULD YOU TRY TO RESERVE YOUR PERSONAL VIEWS UNTIL WE REACH THAT LAST SECTION, OR BE SURE TO LET ME KNOW WHEN YOU'RE EXPRESSING YOUR OWN VIEWS ON A TOPIC.

THIS SECTION IS PARTLY FOR VERIFICATION AND PARTLY A CHANCE FOR YOU TO EXPAND ON THE INFORMATION CONTAINED ON THE FACT SHEET (PAGES 1 AND 9).

LET ME ASK YOU ABOUT PARTICULAR FEATURES OF THE COMPOSITION PROGRAM.

9. First of all, how well do you feel you know what goes on in composition classes?

PROBES: How about for the part-timers and T.A.'s?

COULD YOU TALK ABOUT IT A BIT FOR THESE NEXT FEW QUESTIONS? AND FOR THE FULL-TIME/TENURED FACULTY WOULD YOU BE ABLE TO ADD YOUR IMPRESSIONS ON WHAT THEY'RE DOING?

10. Does the department furnish syllabuses for comp. classes?

IF SO: Who follows them?

11. Does the department furnish other guidelines for comp. courses, such as course descriptions?

IF SO: Who follows them?

Do faculty submit guidelines?

What happens to these?

12. Who chooses the textbooks for the comp. courses?

PROBES: Do you know how the faculty use their texts in classes?

Is this a requirement?

13. Can you comment on the popularity of the following teaching methods and techniques:

Pre-writing?

Peer criticism?

Writing handbooks?

Holistic grading?

Rhetorical modes?

Revision?

Tutors?

Professional essays, Readers?

Dictionaries?

Linguistic approaches?

14. Are there uniform exams, grades, or other standards?

    NOTE TO INTERVIEWERS: Refer to FACT SHEET, page 9.

15. Do you feel that you would like greater uniformity in the structure of the program?

16. Are there any structured occasions for full-time faculty and others to come together to share ideas on teaching?

    PROBES: What kind of response do you get from the faculty?

17. Do you make use of EPT sub-scores?

NOTE TO INTERVIEWERS: Refer to Fact Sheet, page 1.

IN THIS NEXT SECTION I'D LIKE TO FOCUS ON DECISION-MAKING IN THE CONTEXT OF THE COMPOSITION PROGRAM.

LET'S START WITH A CAMPUS-WIDE WRITING POLICY, THE UPPER DIVISION WRITING REQUIREMENT.

18. As I understand it, the requirement on this campus can be met by

____

____

NOTE TO INTERVIEWERS: Refer to FACT SHEET, page 4.

Am I right?

19. Fine. Who set policy on this?

PROBES: Who was involved:

What's been the English department's role?

20. Aside from the Upper Division Requirement, are there other decisions affecting the comp. program that involved people from outside the department?

How was policy set?

PROBES: Where did the issue originate?

How was the English department involved?

21. Do most comp. program policy decisions travel this route?

Can you think of a notable exception?

PROBES: Why did it happen that way?

22. In these instances, campus-wide writing policy and comp. program policy decisions, you've explained how things happen and who's usually involved. Now I'm wondering, for these examples, where the real decision-making power lay; who had the clout?

PROBES: for comp. decisions?
for campus-wide policies on writing?

THANKS, THAT'S BEEN VERY HELPFUL. I'D LIKE TO MOVE TO ANOTHER TOPIC FOR THIS NEXT SET OF QUESTIONS.

WE'RE INTERESTED IN THE STAFF INVOLVED WITH COMPOSITION INSTRUCTION.

23. I'd like to refer to page 6 of the FACT SHEET for a minute. Could you tell me how the decisions represented on this page were arrived at?

PROBES: What are your policies regarding full-time, tenured faculty teaching composition courses?

24. Does the comp. staff turn over very much?

25. What kind of background do these people have?

Is there any sort of preparation or training in the department for teaching comp.?

PROBES: What?

26. Has the comp. staff had any influence on shaping the comp. curriculum?

PROBES: What's that been?

How about tenured faculty? part-timers?

Does sharing of ideas take place?

PROBES: How?

27. Are faculty evaluated on their comp. instruction?

PROBES: How?

Is that the same for all comp. instructors, regardless of faculty status or experience?

28. Is any one or group in the department engaged in comp.-related activities beyond teaching courses?

PROBES: What are they doing?

NOTE TO INTERVIEWERS: On page 10 of the FACT SHEET there should be a listing of recent grants and projects. Ask about these.

29. How does the English faculty generally regard composition research and other professional activities related to composition?

PROBES: Do the faculty approve?

Does work toward composition count toward tenure and promotion?

Do you sense any change in attitude toward these activities over the past several years?

30. Many English faculty are uncomfortable with the recent increase of composition courses and the attention to basic writing. How do faculty in this department feel?

PROBES: How about the tenured faculty?

And the rest of the faculty who teach comp., how do they feel about teaching composition?

How do you know that?

31. As far as you can tell, does the faculty feel satisfied that their comp. program is working?

What are the indications of success they're looking for?

IS THERE ANYTHING ELSE YOU'D LIKE ME TO KNOW ABOUT THE COMP. STAFF OR THE RELATIONSHIP BETWEEN COMPOSITION AND LITERATURE IN THE DEPARTMENT?

OKAY, FINE. FOR THIS LAST SECTION OF QUESTIONS I'M INTERESTED IN YOU, YOUR OPINIONS AND PERCEPTIONS OF THE COMP. PROGRAM.

EARLIER IN THE INTERVIEW YOU TOLD ME WHAT THE COMP. PROGRAM LOOKS LIKE, ITS GOALS, HOW DECISIONS ARE MADE, WHAT INSTRUCTIONAL POLICIES EXIST, AND SO FORTH. I'D LIKE TO GO BACK BRIEFLY TO ASK YOUR OPINION ON THESE ISSUES.

32. Let's start with the program goals, are you satisfied with these?

    How about the curriculum itself?

    Program policies and decision-making?

    Staff involvement and teaching?

33. Is there anything you'd like to see done differently?

    PROBES: Will you be trying to affect any changes this year?

    What?

34. How successful or effective do you feel the comp. program has been in meeting its goals?

And what kinds of indications of success or effect is that based upon?

35. Now, as the comp. director, are there any special problems that make your job difficult?

What would make it easier?

NOTE TO INTERVIEWERS: Refer to page 11 of the FACT SHEET. Ask about the "problems" listed there.

EARLIER I MENTIONED THE FACT THAT COMPOSITION WAS A RELATIVELY NEW AREA OF GROWING EMPHASIS AND ACTIVITY FOR MOST ENGLISH DEPARTMENTS. AT THE SAME TIME, THERE ARE RELATIVELY FEW "EXPERTS" BEARING POSTSECONDARY DEGREES IN COMPOSITION INSTRUCTION. TO SOME EXTENT THIS MEANS THAT MANY OF THE PEOPLE WHO MUST GUIDE COLLEGE COMPOSITION PROGRAMS ARE BEING ASKED TO MAKE DECISIONS AND FORMULATE POLICY IN AN UNFAMILIAR AREA.

36. Do you feel this kind of pressure on yourself?

PROBES: How well prepared do you consider yourself?

37. I have one last question. Is there anyone else on campus, another department for instance, doing anything in writing?

Is that connected in any way to the English department's efforts?

WELL, WE'VE COME TO THE END OF THE STRUCTURED INTERVIEW. YOUR ANSWERS HAVE BEEN VERY INFORMATIVE. BEFORE I TURN OFF THE RECORDER, I'D LIKE TO OFFER YOU THE OPPORTUNITY TO ADD TO OR CLARIFY ANYTHING YOU'VE TOLD ME.

IS THERE ANYTHING ELSE YOU THINK I SHOULD KNOW IN ORDER TO UNDERSTAND THE COMP. PROGRAM ON THIS CAMPUS?

REMEDIAL CHAIR PROTOCOL

WHEN WE CONTACTED CAMPUSES FOR THIS RESEARCH PROJECT, WE SENT ALONG A SURVEY FOR THE ENGLISH CHAIRS ON EACH OF THE NINETEEN CSU CAMPUSES. THE SURVEY, WHICH WE'VE DUBBED THE "FACT SHEET," ASKED FOR BASIC FACTUAL INFORMATION ON THE COMPOSITION PROGRAM. WE LEFT IT OPEN FOR THE ENGLISH CHAIRS TO COMPLETE THE SURVEY THEMSELVES OR PASS IT ALONG TO THE COMP. CHAIRS.

DID YOU HELP FILL IN THE FACT SHEET FOR THIS DEPARTMENT? HAVE YOU SEEN IT?

WELL, HERE'S A COPY. IN THIS INTERVIEW I'LL BE REFERRING TO ITEMS ON THE FACT SHEET FROM TIME TO TIME.

BEFORE WE BEGIN THE INTERVIEW SESSION, I'D LIKE TO EXPLAIN THAT I WILL BE ASKING YOU QUESTIONS FROM AN INTERVIEW GUIDELINE THAT WAS DEVELOPED FOR REMEDIAL DIRECTORS ON ALL OF THE TEN CAMPUSES BEING VISITED. TO ENSURE REGULARITY IN THE INTERVIEW PROCESS, ALL OF US CONDUCTING INTERVIEWS WILL BE ASKING THE SAME QUESTIONS, IN THE SAME ORDER. IN SHORT, WE WILL BE FOLLOWING AN INTERVIEW SCRIPT. SO, SOME OF THE THINGS I ASK YOU WILL NOT BE ESPECIALLY RELEVANT TO YOUR SITUATION HERE, THOUGH THEY MAY BE FOR SOMEONE ELSE ON ANOTHER CAMPUS. ALSO, THE INTERVIEWING MAY SEEM A BIT FORMAL OR STILTED BECAUSE OF THE PREPARED SCRIPT OF QUESTIONS AND FOLLOW-UPS.

HOWEVER, AND THIS IS IMPORTANT, PLEASE DON'T FEEL THAT YOU CAN'T INTERJECT ANOTHER TOPIC. IF THERE IS SOMETHING I SHOULD KNOW, OR IF MY QUESTIONS AREN'T GETTING THE COMPLETE PICTURE ON A SUBJECT, PLEASE LET ME KNOW.

NOW, BECAUSE I DON'T WANT TO MISS OR MISQUOTE ANY OF WHAT YOU SAY, I'D LIKE TO RECORD OUR CONVERSATION, WITH YOUR PERMISSION. THIS WILL ALLOW US TO TRANSCRIBE A WORKING DRAFT OF THE INTERVIEW DATA. OF COURSE, ONLY THE PROJECT STAFF AND THE TRANSCRIBER WILL HEAR THE TAPES, AND YOUR IDENTITY WILL NOT BE EXPOSED IN OUR REPORTING.

IF AT ANY POINT YOU WANT TO SAY SOMETHING OFF THE RECORD. PLEASE TELL ME AND I'LL TURN OFF THE RECORDER. IS IT OKAY, THEN, TO RECORD THIS INTERVIEW?

(START THE TAPE)

THE INTERVIEW IS SET UP IN TWO PARTS. THE FIRST IS VERY BRIEF AND ASKS ABOUT YOU, YOUR BACKGROUND AND EXPERIENCE. THE SECOND PART IS MUCH LONGER AND FOCUSES UPON SEVERAL ASPECTS OF THE COMPOSITION PROGRAM.

LET'S BEGIN WITH YOU.

1. How long have you been here at ____(campus)____ ?

   and that's all been with the English department?

2. And how long have you been the remedial director?

   How long has there been a remedial program here?

   How did this arise?

   PROBES: Does this relate to the EPT remedial funding?

   NOTE TO INTERVIEWERS: EPT testing started up 5/76.

   Would you mind briefly telling me how you came to be remedial chair?

   PROBES: Do you know of any special criteria affecting your selection?

   Why did you accept the position?

   How much longer do you expect to hold it?

3. I'd like to get a sense of what is involved in being remedial chair. What are your main responsibilities as remedial chair?

   PROBES: Do you have a written job description? (May I take a copy with me?)

   On pages 7 and 8 of the FACT SHEET, I see that the remedial chair is responsible for ______________________________

   ____.

   Are there any other activities you take care of?

   PROBES: How about hiring of staff?

   Are you involved in any faculty retraining?

   Are you the chair of the comp. committee?

   Are there any particular ideas or pet projects you've initiated or devoted a lot of time to?

4. Are all those things routine functions, or are some of them things you've undertaken on your own?

5. Thanks, that's very helpful. Now, in addition to being remedial chair you teach in the department, right? What courses will you be teaching this year?

6. Over your teaching career, in what areas have you done the most teaching?

7. Besides teaching and activities you've already mentioned, what professional activities do you pursue in the field of composition? What do you read in the area?

BEFORE I MOVE ON TO THE REST OF THE INTERVIEW, IS THERE ANYTHING ELSE YOU FEEL I OUGHT TO KNOW ABOUT YOU AS REMEDIAL DIRECTOR?

FOR THE REMAINDER OF THE INTERVIEW WE'LL BE DISCUSSING THE COMPOSITION PROGRAM HERE AT ________________________________. WHEN WE USE THE TERM "COMP. PROGRAM" IN THIS INTERVIEW LET'S AGREE TO REFER TO UPPER AND LOWER DIVISION COURSES IN THE ENGLISH DEPARTMENT.

8. Just what does the remedial program consist of?

PROBES: Would you talk about credits; has this been an issue?

What do you actually call these courses; are they referred to as "remedial?"

9. How are these courses coordinated with the rest of the composition program?

PROBES: Is placement into comp. classes related to the remedial curriculum?

10. Is there anything like an underlying philosophy or set of goals for the remedial program?

Could you explain?

PROBES: Is this written down somewhere? May I get a copy?

THANKS. NOW, THE REST OF THE INTERVIEW IS DIVIDED INTO SECTIONS ABOUT THE PROGRAM. THE FIRST PART IS ABOUT THE PROGRAM PRACTICES AND POLICES, THE NEXT SECTION ON PROGRAM DECISION-MAKING, THEN STAFF, AND FINALLY, A SECTION ASKING ABOUT YOUR PERSPECTIVE ON THESE ISSUES.

SO, COULD YOU TRY TO RESERVE YOUR PERSONAL VIEWS UNTIL WE REACH THE LAST SECTION, OR BE SURE TO LET ME KNOW WHEN YOU'RE EXPRESSING YOUR OWN VIEWS ON A TOPIC.

THIS SECTION IS PARTLY FOR VERIFICATION AND PARTLY A CHANCE FOR YOU TO EXPAND ON THE INFORMATION CONTAINED ON THE FACT SHEET (PAGES 1 AND 9).

11. First of all, how well do you feel you know what goes on in the remedial sections taught by others?

PROBES: How about for the part-timers and T.A.'s?

COULD YOU TALK ABOUT IT A BIT FOR THESE NEXT FEW QUESTIONS? AND IF THERE ARE FULL-TIME FACULTY TEACHING REMEDIAL SECTIONS, WOULD YOU BE ABLE TO ADD YOUR IMPRESSIONS OF WHAT THEY'RE DOING?

12. Does the department furnish syllabi for remedial classes?

IF SO: Who follows them?

13. Does the department furnish other guidelines for courses, such as course descriptions?

    IF SO: Who follows them?

    Do faculty submit guidelines?

    What happens to these?

14. Who chooses the textbooks for the courses?

    Do you know how the faculty use their texts in class?

    Is this a requirement?

15. Can you comment on the popularity of the following teaching methods and techniques?

Pre-writing?

Peer criticism?

Writing handbooks?

Holistic grading?

Rhetorical modes?

Revision?

Tutors?

Professional essays, Readers?

Dictionaries?

Linguistic approaches?

16. Are there uniform exams, grades, or other standards?

    NOTE TO INTERVIEWERS: Refer to FACT SHEET, page 9.

17. Do you feel that you would like greater uniformity in the structure of the program?

18. Are there any structured occasions for full-time faculty and others to come together to share ideas on teaching?

    PROBES: What kind of response do you get from the faculty?

19. Do you make use of EPT sub-scores?

    NOTE TO INTERVIEWERS: Refer to FACT SHEET, page 1.

WE'RE INTERESTED IN KNOWING A LITTLE BIT ABOUT THE STAFF INVOLVED WITH REMEDIAL INSTRUCTION.

20. I'd like to refer to page 6 of the FACT SHEET for a minute. Could you tell me how the decisions on remedial course assignments represented on this page were arrived at?

PROBES: What are the policies regarding full-time, tenured faculty teaching remedial courses?

Does the remedial staff turn over very much?

21. What kind of background do these people have?

Is there any sort of preparation or training in the department for teaching remedial classes?

22. Would you tell me whether the remedial staff has had any influence on shaping the remedial curriculum?

PROBES: How about tenured faculty? part-timers?

Does sharing of ideas take place?

PROBES: How?

23. Are faculty evaluated on their remedial instruction?

PROBES: How?

Is that the same for all remedial instructors, regardless of faculty status or experience?

24. Is any one or group in the department engaged in professional activities in the field of basic writing, besides teaching?

PROBES: What are they doing?

NOTE TO INTERVIEWERS: On page 10 of the FACT SHEET there should be a listing of recent grants and projects. Ask about these.

25. How does the English faculty generally regard writing research and and other professional activities related to composition?

PROBES: Do the faculty approve?

Does work in basic writing count toward tenure and promotion?

Do you sense any change in attitude toward these activities over the past several years?

26. Many English faculty are uncomfortable with the recent increase of writing courses and the attention to basic writing. How does the faculty in this department feel?

PROBES: How about the tenured faculty?

And the rest of the faculty who teach basic writing, how do they feel about teaching composition?

How do you know that?

27. As far as you can tell, does the remedial staff feel satisfied their remedial program is working?

What are the indications of success they're looking for?

IS THERE ANYTHING ELSE YOU'D LIKE ME TO KNOW ABOUT THE WRITING STAFF OR THE RELATIONSHIP BETWEEN COMPOSITION AND LITERATURE IN THE DEPARTMENT?

OKAY, FINE. FOR THIS LAST SECTION OF QUESTIONS I'M INTERESTED IN YOU, YOUR OPINIONS AND PERCEPTIONS OF THE COMP. PROGRAM.

EARLIER IN THE INTERVIEW YOU TOLD ME HOW THE REMEDIAL PROGRAM LOOKS, ITS GOALS, HOW DECISIONS ARE MADE, WHAT INSTRUCTIONAL POLICIES EXIST, AND SO FORTH. I'D LIKE TO GO BACK BRIEFLY TO ASK YOUR OPINION ON THESE ISSUES.

28. Let's start with the program goals, are you satisifed with these?

How about the curriculum itself?

Program policies and decision-making?

Staff involvement and teaching?

29. Is there anything you'd like to see done differently?

PROBES: Will you be trying to affect any changes this year?

What?

30. How successful or effective do you feel the remedial program has been in meeting its goals?

And what kinds of indications of success or effect is that based upon?

31. Now, as the remedial director, are there any special problems that make your job difficult?

What would make it easier?

NOTE TO INTERVIEWERS: Refer to page 11 of the FACT SHEET. Ask about the "problems" listed there.

EARLIER I MENTIONED THE FACT THAT COMPOSITION WAS A RELATIVELY NEW AREA OF GROWING EMPHASIS AND ACTIVITY FOR MOST ENGLISH DEPARTMENTS. AT THE SAME TIME, THERE ARE RELATIVELY FEW "EXPERTS" BEARING POSTSECONDARY DEGREES IN COMPOSITION INSTRUCTION. TO SOME EXTENT THIS MEANS THAT MANY OF THE PEOPLE WHO MUST GUIDE COLLEGE COMPOSITION PROGRAMS ARE BEING ASKED TO MAKE DECISIONS AND FORMULATE POLICY IN AN UNFAMILIAR AREA.

32. Do you feel this kind of pressure on yourself?

PROBES: How well prepared do you consider yourself?

33. I have one last question. Is there anyone else, another department for instance, doing anything in writing?

Is that connected in any way to the English department's efforts?

WELL, WE'VE COME TO THE END OF THE STRUCTURED INTERVIEW. YOUR ANSWERS HAVE BEEN VERY INFORMATIVE. BEFORE I TURN OFF THE RECORDER, I'D LIKE TO OFFER YOU THE OPPORTUNITY TO ADD TO OR CLARIFY ANYTHING YOU'VE TOLD ME.

IS THERE ANYTHING ELSE YOU THINK I SHOULD KNOW IN ORDER TO UNDERSTAND THE REMEDIAL OR COMP. PROGRAM ON THIS CAMPUS?

REVISED PROTOCOL FOR A.V.P. INTERVIEWS

BEFORE WE BEGIN THE INTERVIEW SESSION, I'D LIKE TO EXPLAIN THAT I WILL BE ASKING YOU QUESTIONS FROM AN INTERVIEW GUIDELINE THAT WAS DEVELOPED FOR ACADEMIC VICE PRESIDENTS ON EACH OF THE CAMPUSES BEING VISITED. TO ENSURE REGULARITY IN THE INTERVIEW PROCESS, ALL OF US CONDUCTING INTERVIEWS WILL BE ASKING THE SAME QUESTIONS, IN THE SAME ORDER. IN SHORT, WE WILL BE FOLLOWING AN INTERVIEW SCRIPT. SO, SOME OF THE THINGS I ASK YOU WILL NOT BE ESPECIALLY RELEVANT TO YOUR SITUATION HERE, THOUGH THEY MAY BE FOR SOMEONE ELSE ON ANOTHER CAMPUS. ALSO, THE INTERVIEWING MAY SEEM A BIT FORMAL OR STILTED BECAUSE OF THE PREPARED SCRIPT OF QUESTIONS AND FOLLOW-UPS.

HOWEVER, AND THIS IS IMPORTANT, PLEASE DON'T FEEL THAT YOU CAN'T INTERJECT ANOTHER TOPIC. IF THERE IS SOMETHING I SHOULD KNOW, OR IF MY QUESTIONS AREN'T GETTING THE COMPLETE PICTURE ON A SUBJECT, PLEASE LET ME KNOW.

NOW, BECAUSE I DON'T WANT TO MISS OR MISQUOTE ANY OF WHAT YOU SAY, I'D LIKE TO RECORD OUR CONVERSATION, WITH YOUR PERMISSION. THIS WILL ALLOW US TO TRANSCRIBE A WORKING DRAFT OF THE INTERVIEW DATA. OF COURSE, ONLY THE PROJECT STAFF AND THE TRANSCRIBER WILL HEAR THE TAPES, AND YOUR IDENTITY WILL NOT BE EXPOSED IN OUR REPORTING.

IF AT ANY POINT YOU WANT TO SAY SOMETHING OFF THE RECORD, PLEASE TELL ME AND I'LL TURN OFF THE RECORDER. IS IT OKAY, THEN, TO RECORD THIS INTERVIEW?

(START THE TAPE)

BEFORE WE GET INTO THE ISSUES FOR THIS INTERVIEW, I'D LIKE TO FIND OUT A LITTLE ABOUT YOU, YOUR BACKGROUND AND EXPERIENCES.

1. How long have you been with the Cal State system?

   And on this campus?

   Has all that time been as AVP here?

2. Aside from your administrative work, do you have any professional background in English or composition as a subject area?

   PROBES: IF SO, could you tell me about that?

   What is your academic background in?

FOR THIS INTERVIEW, WE'RE VERY INTERESTED IN LEARNING ABOUT AVP INVOLVEMENT IN THE ENGLISH DEPARTMENT COMPOSITION PROGRAM AND IN CAMPUS-WIDE WRITING ISSUES.

LET'S BEGIN WITH A CAMPUS-WIDE ISSUE, THE UPPER DIVISION WRITING REQUIREMENT FOR GRADUATION. AS I UNDERSTAND IT, STUDENTS ON THIS CAMPUS MEET THE REQUIREMENT BY ____

____.

NOTE TO INTERVIEWERS: Fill this in with information from page 4 of the FACT SHEET.

Am I right?

3. What happens to students who prove deficient?

Has anyone failed yet?

4. I'd like to know how the policy governing the requirement got established. Could you take me through the steps in the process?

   PROBES: Where did things get started?

   At what points in the process were you involved?

   And what was the nature of your involvement?

5. Are there other campus-wide writing issues you've been involved with in any way?

   PROBES: How about the English Placement Test?

   How about student credits for remedial English work?

   What role did you play?

NOW I'D LIKE TO CONSIDER AVP OFFICE INVOLVEMENT IN THE COMPOSITION PROGRAM ITSELF.

6. Do you actively enter into the development of policy or program decisions regarding the comp. program?

What are they?

PROBES: How about budget?

How about staffing? Hiring? Assigned time?

How about faculty retraining?

How about course credit decisions?

Can you think of anything else?

7. What is the role of the English department in comp. program policy making?

   PROBES: Are there any other sources of input, for example, other departments?

   When there's controversy, what's your role?

   PROBES: Do you usually find yourself in support of the policy?

8. What avenues are available to you, as AVP, to make recommendations or implement changes in writing instruction or policy on campus?

WE'RE ALSO INTERESTED IN YOUR PERSPECTIVE ON THE CAMPUS CLIMATE SURROUNDING THE WRITING PROGRAM.

ON SOME CAMPUSES, LITERACY AND WRITING ARE CONSIDERED THE RESPONSIBILITY OF THE ENGLISH DEPARTMENT. ON SOME CAMPUSES THERE IS WIDER INVOLVEMENT IN THESE ISSUES.

9. How would you describe your own campus in this regard?

10. Is there a campus-wide writing committee?

PROBES IF YES: What does it do?

Who's on it?

Are there (any) other mechanisms for bringing faculty together on writing issues?

PROBES: Could you explain?

Are these networks active?

Could you give me a recent example?

11. Are there any special writing projects on campus that you're aware of?

PROBES: What are they?

How are you involved?

12. It may be too soon to tell, but I'd like to get your opinion on the impact of the grad. requirement in writing. Are you aware of any changes in interest or attitudes on the part of non-English faculty, with regard to student writing skills?

PROBES: Are there any other effects you're aware of:

course enrollments, requirement changes, complaints?

Any impact on the lower division composition program?

Do you expect any overall impact on campus?

13. Do you have any formal reports on how the grad. requirement is working?

How about informal indications?

14. And the lower division composition program, has there been any formal study on this campus of program effectiveness?

Any informal indications of how well things are going?

IN THIS LAST PART I'D LIKE TO GET YOUR PERSONAL VIEWS ON SOME OF THE ISSUES WE'VE COVERED.

15. First of all, how do you feel about the growth of remedial writing programs at the university level?

    Do you approve of the use of campus resources for this purpose?

16. What do you think of the graduation requirement for writing competencies?

    Are there any changes you'd like to make?

17. From your perspective, what are the strengths of the university writing skills program?

    And what do you attribute this to?

    Any particular problems?

18. Is there anything you'd like to see changed?

    Do you expect to pursue this as AVP?

THAT'S THE END OF MY FORMAL INTERVIEW QUESTIONS, BUT BEFORE I TURN OFF THE TAPE RECORDER, I'D LIKE TO OFFER YOU THE OPPORTUNITY TO ADD TO OR TO CLARIFY ANYTHING YOU"VE MENTIONED.

IS THERE ANYTHING ELSE YOU THINK I SHOULD KNOW IN ORDER TO UNDERSTAND WRITING INSTRUCTION ON THIS CAMPUS?

PROTOCOL FOR DEAN OF HUMANITIES INTERVIEWS

BEFORE WE BEGIN THE INTERVIEW SESSION, I'D LIKE TO EXPLAIN THAT I WILL BE ASKING YOU QUESTIONS FROM AN INTERVIEW GUIDELINE THAT WAS DEVELOPED FOR THE DEAN OF HUMANITIES ON EACH OF THE CAMPUSES BEING VISITED. TO ENSURE REGULARITY IN THE INTERVIEW PROCESS, ALL OF US CONDUCTING INTERVIEWS WILL BE ASKING THE SAME QUESTIONS, IN THE SAME ORDER. IN SHORT, WE WILL BE FOLLOWING AN INTERVIEW SCRIPT. SO, SOME OF THE THINGS I ASK YOU WILL NOT BE ESPECIALLY RELEVANT TO YOUR SITUATION HERE, THOUGH THEY MAY BE FOR SOMEONE ELSE ON ANOTHER CAMPUS. ALSO, THE INTERVIEWING MAY SEEM A BIT FORMAL OR STILTED BECAUSE OF THE PREPARED SCRIPT OF QUESTIONS AND FOLLOW-UPS.

HOWEVER, AND THIS IS IMPORTANT, PLEASE DON'T FEEL THAT YOU CAN'T INTERJECT ANOTHER TOPIC. IF THERE IS SOMETHING I SHOULD KNOW ABOUT, OR IF MY QUESTIONS AREN'T GETTING THE COMPLETE PICUTRE ON A SUBJECT, PLEASE LET ME KNOW.

NOW, BECAUSE I DON'T WANT TO MISS OR MISQUOTE ANY OF WHAT YOU SAY, I'D LIKE TO RECORD OUR CONVERSATION, WITH YOUR PERMISSION. THIS WILL ALLOW US TO TRANSCRIBE A WORKING DRAFT OF THE INTERVIEW DATA. OF COURSE, ONLY THE PROJECT STAFF AND THE TRANSCRIBER WILL HEAR THE TAPES, AND YOUR IDENTITY WILL NOT BE EXPOSED IN OUR REPORTING.

IF AT ANY POINT YOU WANT TO SAY SOMETHING OFF THE RECORD, PLEASE TELL ME AND I'LL TURN OFF THE RECORDER. IS IT OKAY, THEN, TO RECORD THIS INTERVIEW?

(START THE TAPE)

BEFORE WE GET INTO THE ISSUES FOR THIS INTERVIEW, I'D LIKE TO FIND OUT A LITTLE ABOUT YOU, YOUR BACKGROUND AND EXPERIENCES.

1. How long have you been with the Cal State system?

   And on this campus?

   Has all that time been as the Humanities dean?

2. Aside from your administrative work, do you have any professional background in English or composition as a subject area?

   PROBES: IF SO, could you tell me about that?

   What is your academic background in?

FOR THIS INTERVIEW, WE'RE VERY INTERESTED IN LEARNING ABOUT YOUR INVOLVEMENT IN THE ENGLISH DEPARTMENT COMPOSITION PROGRAM.

3. Do you actively enter into the development of policy or program decisions regarding the comp. program?

PROBES: IF SO, what are they?

How about budget?

How about staffing? Hiring? Assigned time?

How about faculty retraining?

How about course credit decisions?

Can you think of anything else?

4. What is the role of the English department in comp. program policy making?

PROBES: Are there any other sources of input, for example, other departments?

When there's controversy, what's your role?

PROBES: Do you usually find yourself in support of the policy?

WE'RE ALSO INTERESTED IN YOUR PERSPECTIVE ON THE CAMPUS CLIMATE SURROUNDING THE WRITING PROGRAM.

ON SOME CAMPUSES, LITERACY AND WRITING ARE CONSIDERED THE RESPONSIBILITY OF THE ENGLISH DEPARTMENT. ON SOME CAMPUSES THERE IS WIDER INVOLVEMENT IN THESE ISSUES.

5. How would you describe your own campus in this regard?

Are there (any) other mechanisms for bringing faculty together on writing issues?

PROBES: Could you explain?

6. It may be too soon to tell, but I'd like to get your judgment of the impact of the grad. requirement in writing. Are you aware of any changes in interest or attitude on the part of non-English faculty? Are there any other effects you're aware of?

PROBES: course enrollments, requirement changes, complaints?
Any impact on the lower division composition program?
Do you expect any overall impact on campus?

7. Do you have any formal reports on how the grad. requirement is working? How about informal indications?

8. And the lower division composition program, has there been any formal study on this campus of program effectiveness?

   Any informal indications of how well things are going?

IN THIS LAST PART I'D LIKE TO GET YOUR PERSONAL VIEWS ON SOME OF THE ISSUES WE'VE COVERED.

9. First of all, how do you feel about the growth of remedial writing programs at the university level?

   Do you approve of the use of campus resources for this purpose?

10. What do you think of the graduation requirement for writing competence?
    Are there any changes you'd like to make?

11. From your perspective, what are the strengths of the university writing skills program?
    And what do you attribute this to?

12. Are there any particular problems you see?
    Is there anything you'd like to see changed?
    Do you expect to pursue this as Dean of Humanities?

13. Finally, are there other writing instruction programs or courses operating outside the English department?

PROBES: What are these?

Who runs them?

THAT'S THE END OF MY FORMAL INTERVIEW QUESTIONS, BUT BEFORE I TURN OFF THE TAPE RECORDER I'D LIKE TO OFFER YOU THE OPPORTUNITY TO ADD TO OR TO CLARIFY ANYTHING YOU'VE MENTIONED.

IS THERE ANYTHING ELSE YOU THINK I SHOULD KNOW IN ORDER TO UNDERSTAND WRITING INSTRUCTION ON THIS CAMPUS?

INTERVIEW PROTOCOL FOR EOP AND LEARNING CENTER DIRECTORS

BEFORE WE BEGIN THE INTERVIEW SESSION, I'D LIKE TO EXPLAIN THAT I WILL BE ASKING YOU QUESTIONS FROM AN INTERVIEW GUIDELINE THAT WAS DEVELOPED FOR LEARNING CENTER/EOP DIRECTORS/TUTORING PROGRAM DIRECTORS ON ALL OF THE TEN CAMPUSES BEING VISITED BY THIS PROJECT. TO ENSURE REGULARITY IN THE INTERVIEW PROCESS, ALL OF US CONDUCTING INTERVIEWS WILL BE ASKING THE SAME QUESTIONS, IN THE SAME ORDER. IN SHORT, WE WILL BE GUIDED BY AN INTERVIEW SCRIPT. SO, SOME OF THE THINGS THAT I ASK YOU WILL NOT BE ESPECIALLY RELEVANT TO YOUR SITUATION HERE, THOUGH THEY MAY BE FOR SOMEONE ELSE ON ANOTHER CAMPUS. ALSO, THE INTERVIEW MAY SEEM A BIT FORMAL OR STILTED BECAUSE OF THE PREPARED SCRIPT OF QUESTIONS AND FOLLOW-UPS.

HOWEVER, AND THIS IS VERY IMPORTANT, PLEASE DON'T FEEL BOUND BY THE QUESTIONS I ASK. IF YOU FEEL YOU HAVE SOMETHING ELSE TO ADD ON ANOTHER TOPIC, PLEASE DO SO.

NOW, BECAUSE I DON'T WANT TO MISS OR MISQUOTE ANY OF WHAT YOU MAY SAY, I'D LIKE TO TAPE RECORD THIS TALK, WITH YOUR PERMISSION, OF COURSE. THIS IS ONLY TO PROVIDE A WORKING TRANSCRIPT FOR THE PROJECT STAFF. YOUR IDENTITY WILL NOT BE LINKED TO RESPONSES, AND ONLY PROJECT STAFF AND THE TRANSCRIBER WILL HEAR THIS TAPE.

IF AT ANY POINT DURING THE SESSION YOU WANT TO SAY SOMETHING OFF THE RECORD, PLEASE TELL ME AND I'll TURN OFF THE RECORDER. IS IT OKAY THEN, TO TAPE THIS INTERVIEW?

(START THE TAPE)

THIS INTERVIEW WILL CONCENTRATE ON WRITING INSTRUCTION OR ASSISTANCE THAT IS AVAILABLE TO STUDENTS THROUGH THE CENTER. TO BEGIN WITH THOUGH, I'D LIKE TO KNOW ABOUT YOU, THE DIRECTOR.

1. How long have you been director here?

   Do you know anything about the selection criteria used to hire you?

2. How is your position funded?

   PROBES: student fees or faculty payroll?

   Do you have faculty status?

   In addition to directing, do you have other responsibilities on this campus?

3. In what subjects did you receive formal training?

   Do you hold any advanced degrees in these areas?

4. How about your instructional experience, what's that been?

5. What are your major responsibilities in the center?

What do you do in connection with the writing assistance program?

THANKS. NOW LET'S TALK ABOUT THE STRUCTURE OF THE LEARNING CENTER/TUTORING CENTER/PROGRAM.

6. How is the Center (or program) funded?

PROBES: Does the rate of student participation affect funding?

Is there any outside funding?

7. Are there other centers or assistance programs on campus?

PROBES: Do you work cooperatively?

Could you explain?

8. How about the English department, is there any relationship between department courses and the Center's programs?

9. Do students receive credits for their work at the Center?

PROBES IF YES: How does that work?

For what activities or classes?

Under what department is that credit assigned?

And are there grades too?

Is this a common practice?

PROBES IF NO: Why not?

NOW I'D LIKE TO SPEND THE REST OF THIS TIME FINDING OUT ABOUT THE ASSISTANCE PROGRAM IN WRITING SKILLS.

LET'S BEGIN WITH THE STUDENTS SERVED BY THE PROGRAM.

10. What kinds of students come to you?

PROBES: Any particular class level?

Any particular majors or courses seem to have a lot of students coming here?

How about second language speakers?

11. Has the English Placement Test had any noticeable impact on student participation in this program?

    PROBES: Could you explain

12. And the Upper Division Writing Requirement for graduation, has it affected your program?

    PROBES: Could you explain?

13. And how do most students get here?

Are they referred?

PROBES: By whom?

How does that work?

Do you keep in touch with the referring faculty?

Would you explain how that's done?

And do students walk in on their own?

PROBES: What seems to be the main thing they're after?

What kinds of assistance do they seek?

Do you ever have students who are looking for someone to do the work for them? Write the papers for them?

PROBES: How's that handled?

14. Are there any records or summary reports describing student participation in the writing assistance program?

PROBES: Could I take a copy with me?

THANK YOU. YOUR ANSWERS ARE GOING TO BE VERY HELPFUL. NOW, I'D LIKE TO FIND OUT ABOUT THE STAFF WHO WORK WITH THE STUDENTS.

15. How many full-time staff members work here?

And part-time?

Any volunteers?

16. What kinds of roles do these people fill?

PROBES: Are they instructors, tutors, supervisors?

17. Now, the people who work with students on writing skills, who are they?

PROBES: Regular staff? part-timers? tutors, volunteers?

18. Are there any people from the English department involved in the program?

PROBES: In what capacity?

19. What kinds of skills and experience related to their job responsibilities do staff members have?

PROBES: Which of these do you see as the most relevant?

Is there a sequence or are there steps in the job titles here?

PROBES IF YES: How do they go?

NOTE TO INTERVIEWERS: If there is a tutoring program, ask this section. If not, skip to Question No. 20.

T.1 How are tutors selected for this program?

PROBES: What are their qualifications:

T.2 Do they receive any additional training or preparation for their job?

PROBES: Who trains them?

How long is this preparation time?

What's covered?

T.3 What are tutors responsible for doing?

PROBES: What activities? What topics? What materials?

T.4 To what extent are these things structured for the tutors and how much is left up to their discretion?

PROBES: What activities? What topics? What materials?

T.5 Are tutors supervised?

IF SO, how is that done?

(END OF TUTORING SECTION)

THANKS. OK. SO FAR YOU'VE DESCRIBED HOW THE CENTER'S STRUCTURED, WHO THE STUDENTS ARE AND THE STAFF. NOW, LET'S GET INTO THE ACTUAL PROGRAM OF INSTRUCTION AND ASSISTANCE IN WRITING SKILLS.

I'D LIKE TO KNOW ABOUT THE KINDS OF ASSISTANCE AVAILABLE TO STUDENTS SEEKING HELP IN WRITING. IT MIGHT BE SENSIBLE TO CONSIDER THE METHODS FOR ASSISTANCE FIRST.

20. What are some of the activities a student might engage in? (See NOTE TO INTERVIEWER before starting PROBES.)

PROBES: Tutoring?

Regular classroom instruction?

Workshops?

Computer-assisted instruction?

Self-instructional materials?

Anything else?

NOTE TO INTERVIEWERS: AS THE RESPONDENT ANSWERS YES TO AN ITEM ABOVE, IMMEDIATELY FOLLOW UP WITH THE APPROPRIATE QUESTIONS FROM BELOW:

- What topics are covered this way?
- What materials are used?
- What do the students do (writing? assignments? readings? peer evaluations?)?
- Who's in charge of this?
- Where does this take place?

21. You've just mentioned areas in which there is a prepared curriculum, either devised here or purchased from a commercial organization. Are there other topics with a prepared curriculum available for students?

PROBE AREAS BELOW WHICH HAVE NOT BEEN MENTIONED.

- grammar?
- spelling?
- outlining of planning papers?
- organizing the content?
- editing or proofing?
- revising or rewriting?

22. In addition to prepared areas you've described, do students receive help on writing assignments?

PROBES: For example, term papers, reports, take home exams, essays?

What kinds of help? From whom?

PROBES: critical reading or grading?
other feedback on their writing?
IF SO: what's that like?

23. I'm wondering whether these methods and activities you've mentioned are used separately or in coordination. For example, is a student likely to work in/on ______________________________ only, or in/on some combination of ________________________ and ________________________?

NOTE TO INTERVIEWERS: Fill in with answers from Questions 20 and 21.

How is it decided in which areas and on what activities a student will work?

23. As far as composition is concerned, in what areas do you seem to be giving the most assistance?

NOW I'D LIKE TO ASK YOU YOUR JUDGMENT OF HOW THINGS ARE GOING.

24. In your opinion, how successful or effective is the assistance program in composition?

What are indications of this?

PROBES: Any reports or studies?

Students' or teachers' feedback?

THAT'S IT FOR MY INTERVIEW QUESTIONS. HOWEVER, BEFORE I TURN OFF THE RECORDER, IS THERE ANYTHING YOU'D LIKE TO TELL ME THAT I'VE MISSED IN MY QUESTIONS?

D. Taxonomy of Writing Program Variables

TAXONOMY OF WRITING PROGRAM VARIABLES

JUNE 30, 1981

R. Basich
S. Freedman
C. Moore
L. Polin
D. Rankin
W. Stryker
E. White

Grant Number
NIE-G-81-0011

The work presented here was supported by a grant from the National Institute of Education, Department of Education. However, the opinions expressed in this document do not necessarily reflect those of the Institute, and no official endorsement by the N.I.E. should be inferred.

Table 1

Summary of Major Factors in Program Taxonomy Categories

Administrative Structure and Decision Making

- administrative organization
- faculty organization
- department structure and decision making
- program decision making and administration

Composition Program Faculty

- demographics
- experience/education
- motivation(s)

Composition Program

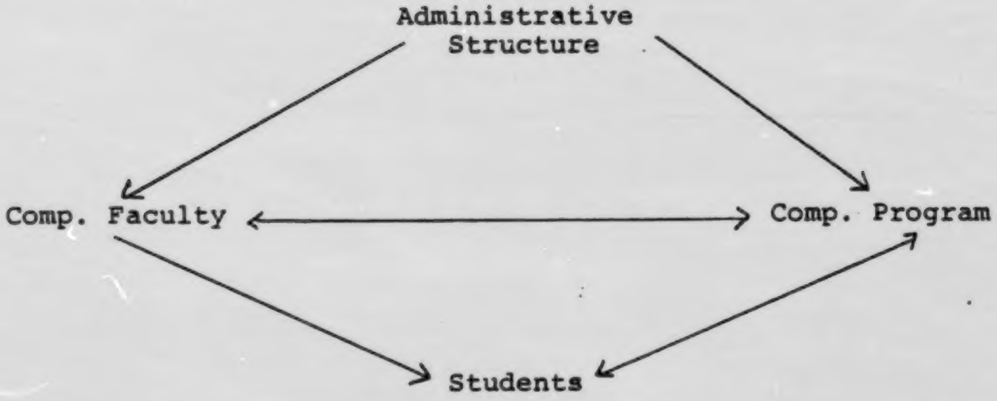
- class structure and adjuncts
- instructional methods and emphases
- student writing
- response to writing

Students

- demographics (SDQ, ethnicity, sex, age, etc.)
- attitude, anxiety
- academics (record)
- post measures

Figure 1

Scheme for Major Categories of Program Taxonomy


Administrative Structure
Comp. Faculty
Comp. Program
Students

ADMINISTRATIVE STRUCTURE AND DECISION MAKING

1. Systemwide administrative organization

   (a) systemwide funding
   (b) systemwide data gathering
   (c) procedures and policies
      - English Council
      - Academic Senate
      - EPT, EEE

2. Campuswide faculty entities and administrative policies

   (a) campuswide committees and coordinators
      - upper division writing requirement committee
   (b) campuswide policies and procedures (requirements)
      - What are they? (remedial, lower & upper division)
      - How are they decided?
      - What is their impact on faculty?
   (c) non-English department composition activities

3. English department structure and decision making

   (a) department chair
   (b) committee structure and coordination
   (c) composition direction and coordination
   (d) remedial direction and coordination
   (e) faculty assignment:
      - student/teacher ratio
      - teaching load
      - proportion of staff teaching composition
      - proportion of composition instructors/classes taught by t.a.'s, part-timers, lecturers
   (f) decision making
      - location of decisions by type (placement policy, texts, etc.)
   (g) morale
      - expectations for colleagues and program

4. Composition program decision making and administration

   (a) English department chair involvement with composition
   (b) composition direction and coordination
      - professionalism
      - nature of responsibilities (texts, curricula)
      - power/effectiveness
   (c) composition committee
      - meetings (frequency)
      - turf (power and jurisdiction)
      - nature of membership
   (d) policy and procedure agreements for composition classes, "follow-up" and enforcement of policy
   (e) faculty development and "retraining"
   (f) morale
      - expectations for colleagues and program

COMPOSITION PROGRAM

Curricular Description of Courses by Type*

(a) preremedial
(b) remedial
(c) freshman composition
(d) advanced composition
(e) graduate program

1. Composition program structure

   (a) commonalities among classes (within a category above)
      - grading criteria
      - common activities
      - common goals

   (b) teacher evaluation
      - tenure track and tenured
      - other

2. Instructional formats

   (a) classroom format
      - lecture
      - discussion
      - workshop
      - small group
      - individualized
      - tutors
      - student-teacher conferences

   (b) other, supplemental or adjunct "services" (delivery formats)
      - tutors
      - learning or skills center
      - computer-assisted instruction or other auto-tutorial methods
      - counseling, testing

3. Instructional activities

   (a) assignments
      - assignment characteristics: length, frequency, mode, setting (home, school, lab), proportion completed
      - in each setting
      - assignment context: prewriting, revising, how assignments are given out and explained, planning opportunity and context
      - syllabus

---

*The taxonomy above is repeated for each of these categories of course type.

3. Instructional activities (continued)

- (b) response to writing
  - marking papers: quantity and purpose of feedback
  - feedback method: oral with class, oral with individual, written
  - nature of feedback: priorities, emphases, tone
  - relationship of feedback to instruction: used in class, variety of audiences
  - grading
- (c) classroom instruction
  - content
  - methods
  - materials
  - sequencing

COMPOSITION PROGRAM FACULTY*

1. Demographics

    (a) general
    - ethnicity
    - sex
    - age

    (b) job related
    - time on campus; distance from campus
    - status: tenure track, part or full time, t.a.

2. Experience and education

    (a) educational background
    - training
    - graduate school
    - teacher assistant
    - courses
    - faculty development
    - research, publications, grants

    (b) related experience
    - time on this campus (years)
    - total time teaching
    - time teaching composition
    - time at other campuses, with other student groups

3. Motivation

    (a) professionalism
    - main field of focus (English, rhetoric, linguistics, composition, other)
    - attitude toward composition, toward teaching composition
    - demonstrated interest: grants, conferences, publications in composition
    - attitude toward students

    (b) faculty development
    - courses outside campus (voluntary, required)
    - inservice, "retraining" (voluntary, required)

    (c) morale
    - sense of autonomy
    - sense of efficacy
    - expectations for students (effect of student)

4. Philosophy of composition

    (a) "why do you do what you do?"
    - sequencing
    - course grading

---

*Repeats for services personnel outside the composition classroom, e.g., in the Learning Center or Counseling Center.

5. Practices

(a) assignments
- assignment characteristics
- assignment context
- syllabus

(b) response to writing
- marking papers
- feedback method
- nature of feedback
- relationship to in-class instruction

(c) classroom instruction and format
- grading for course
- content
- methods
- materials
- sequence

COMPOSITION PROGRAM STUDENTS

1. Demographics

   (a) SDQ
   (b) academic record at entry (high school)
      - high school GPA, SAT scores
      - EPT scores

2. "Outcomes"

   (a) academic record (postsecondary)
      - courses completed, GPA, units
      - upper division requirement
   (b) other
      - attitudes, anxiety about writing, self-concept
      - essay sample

APPENDIX II

Tabled Survey Data

TABLE 1.4 - 1.35

4. I would describe the relationship among those of us teaching composition as cooperative and supportive.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	27.8%	44.4%	22.2%	5.6%	---%
B (14)	21.4	28.6	14.3	14.3	21.4
C (18)	38.9	44.4	11.1	5.6	---
D (23)	43.5	47.8	8.7	---	---
E (21)	42.9	38.1	19.0	---	---
F (34)	35.3	41.2	11.8	5.9	5.9
G (11)	54.5	36.4	---	9.1	---
H (41)	31.7	48.8	9.8	---	9.8
I (19)	42.1	42.1	15.8	---	---
J (28)	10.7	53.6	17.9	17.9	---
K (30)	43.3	36.7	16.7	3.3	---
L (45)	22.2	55.6	4.4	6.7	11.1
M (9)	33.3	55.6	---	11.1	---
N (12)	25.0	58.3	16.7	---	---
O (24)	16.7	58.3	4.2	4.2	16.7
P (22)	31.8	27.3	22.7	13.6	4.5
Q (23)	26.1	60.9	4.3	4.3	4.3
R (11)	36.4	36.4	18.2	9.1	---
S (10)	70.0	20.0	---	---	10.0
TOTAL (N=413)	32.2	45.5	11.6	5.6	5.1

5. Generally speaking, in this department tenured and tenure-track instructors do NOT need review or coordination of their writing instruction.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	11.1%	---%	38.9%	33.3%	16.7%
B (14)	---	7.1	50.0	21.4	21.4
C (18)	22.2	5.6	38.9	27.8	5.6
D (23)	13.0	21.7	34.8	30.4	---
E (21)	4.8	4.8	42.9	42.9	4.8
F (34)	11.8	8.8	29.4	38.2	11.8
G (11)	---	9.1	36.4	45.5	9.1
H (42)	2.4	4.8	35.7	52.4	4.8
I (19)	10.5	10.5	26.3	47.4	5.3
J (28)	21.4	14.3	25.0	32.1	7.1
K (30)	3.3	10.0	20.0	60.0	6.7
L (47)	8.5	14.9	36.2	25.5	14.9
M (9)	11.1	11.1	44.4	11.1	22.2
N (13)	7.7	46.2	15.4	30.8	---
O (25)	8.0	24.0	28.0	28.0	12.0
P (22)	13.6	27.3	27.3	22.7	9.1
Q (23)	4.3	17.4	17.4	43.5	17.4
R (11)	9.1	27.3	9.1	36.4	18.2
S (10)	20.0	10.0	40.0	30.0	---
TOTAL (N=418)	9.3	13.6	31.1	36.4	9.6

6. Grading policies on this campus as a whole do NOT reflect concern with the quality of students' writing.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	33.3%	33.3%	---%	11.1%	22.2%
B (14)	14.3	42.9	21.4	14.3	7.1
C (18)	33.3	22.2	16.7	22.2	5.6
D (23)	---	17.4	43.5	39.1	---
E (21)	23.8	47.6	19.0	9.5	---
F (34)	23.5	38.2	23.5	5.9	8.8
G (11)	9.1	9.1	36.4	36.4	9.1
H (42)	19.0	28.6	21.4	16.7	14.3
I (19)	21.1	31.6	15.8	21.1	10.5
J (28)	10.7	42.9	21.4	14.3	10.7
K (30)	33.3	13.3	20.0	33.3	---
L (47)	17.0	31.9	12.8	27.7	10.6
M (9)	11.1	22.2	33.3	33.3	---
N (13)	23.1	---	46.2	23.1	7.7
O (25)	20.0	24.0	28.0	20.0	8.0
P (22)	18.2	22.7	27.3	13.6	18.2
Q (23)	26.1	21.7	21.7	26.1	4.3
R (11)	---	36.4	36.4	27.3	---
S (10)	20.0	30.0	20.0	20.0	10.0
TOTAL (N=418)	19.6	28.2	22.7	21.1	8.4

7. The upper division writing requirement for graduation on this campus is meaningful and appropriate.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	22.2%	22.2%	16.7%	33.3%	5.6%
B (14)	35.7	35.7	14.3	7.1	7.1
C (18)	61.1	16.7	11.1	11.1	---
D (23)	52.2	34.8	8.7	4.3	---
E (21)	76.2	19.0	---	4.8	---
F (33)	21.2	24.2	18.2	18.2	18.2
G (11)	72.7	18.2	---	---	9.1
H (42)	38.1	28.6	14.3	2.4	16.7
I (19)	15.8	47.4	15.8	5.3	15.8
J (28)	60.7	28.6	---	10.7	---
K (30)	23.3	26.7	23.3	10.0	16.7
L (47)	42.6	27.7	14.9	4.3	10.6
M (9)	11.1	55.6	22.2	---	11.1
N (13)	30.8	15.4	30.8	7.7	15.4
O (25)	36.0	32.0	20.0	8.0	4.0
P (21)	33.3	47.6	4.8	---	14.3
Q (23)	43.5	39.1	8.7	4.3	4.3
R (11)	9.1	18.2	18.2	27.3	27.3
S (10)	90.0	---	---	10.0	---
TOTAL (N=416)	40.1	28.8	13.0	8.4	9.6

8. The upper division writing requirement for graduation on this campus has helped promote interest in college composition campuswide.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	---%	38.9%	5.6%	27.8%	27.8%
B (13)	---	69.2	7.7	7.7	15.4
C (18)	22.2	44.4	16.7	11.1	5.6
D (23)	56.5	21.7	4.3	---	17.4
E (20)	30.0	40.0	15.0	5.0	10.0
F (33)	9.1	30.3	18.2	24.2	18.2
G (11)	45.5	27.3	---	18.2	9.1
H (42)	40.5	31.0	4.8	2.4	21.4
I (19)	26.3	36.8	15.8	5.3	15.8
J (28)	53.6	32.1	3.6	10.7	---
K (30)	16.7	40.0	16.7	13.3	13.3
L (47)	42.6	29.8	10.6	2.1	14.9
M (9)	11.1	22.2	44.4	---	22.2
N (13)	15.4	23.1	7.7	23.1	30.8
O (25)	44.0	28.0	---	8.0	20.0
P (22)	22.7	27.3	---	13.6	36.4
Q (23)	21.7	30.4	13.0	8.7	26.1
R (11)	18.2	27.3	27.3	---	27.3
S (10)	20.0	50.0	---	---	30.0
TOTAL (N=415)	29.2	33.3	10.1	9.4	18.1

9. I think our freshman writing program is better than those I know about on other campuses.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	---%	22.2%	16.7%	5.6%	55.6%
B (14)	---	35.7	7.1	---	57.1
C (18)	---	16.7	16.7	11.1	55.6
D (23)	39.1	39.1	8.7	4.3	8.7
E (20)	50.0	30.0	---	---	20.0
F (34)	14.7	26.5	14.7	8.8	35.3
G (11)	27.3	27.3	18.2	---	27.3
H (42)	9.5	31.0	7.1	7.1	45.2
I (19)	15.8	31.6	5.3	---	47.4
J (27)	29.6	22.2	11.1	---	37.0
K (30)	30.0	30.0	20.0	3.3	16.7
L (47)	23.4	21.3	10.6	---	44.7
M (9)	11.1	44.4	11.1	---	33.3
N (13)	15.4	23.1	15.4	---	46.2
O (25)	4.0	28.0	20.0	8.0	40.0
P (22)	22.7	22.7	4.5	---	50.0
Q (23)	13.0	47.8	8.7	---	30.4
R (11)	27.3	54.5	---	---	18.2
S (10)	20.0	20.0	20.0	10.0	30.0
TOTAL (N=416)	19.0	29.1	11.3	3.4	37.3

10. I have had the opportunity for active participation in most composition programs.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	27.8%	22.2%	22.2%	11.1%	16.7%
B (14)	14.3	14.3	21.4	21.4	28.6
C (18)	33.3	27.8	22.2	11.1	5.6
D (23)	17.4	17.4	34.8	13.0	17.4
E (20)	15.0	20.0	30.0	20.0	15.0
F (34)	26.5	35.3	8.8	23.5	5.9
G (11)	54.5	27.3	9.1	9.1	---
H (42)	16.7	11.9	21.4	38.1	11.9
I (19)	15.8	31.6	21.1	31.6	---
J (27)	25.9	22.2	25.9	22.2	3.7
K (30)	26.7	26.7	30.0	16.7	---
L (47)	27.7	36.2	4.3	19.1	12.8
M (9)	22.2	11.1	44.4	22.2	---
N (12)	8.3	25.0	25.0	33.3	8.3
O (25)	20.0	32.0	12.0	28.0	8.0
P (22)	54.5	4.5	13.6	13.6	13.6
Q (23)	30.4	21.7	4.3	30.4	13.0
R (11)	18.2	27.3	18.2	27.3	9.1
S (10)	70.0	20.0	---	10.0	---
TOTAL (N=415)	26.3	23.9	18.3	22.2	9.4

11. I think I am an effective composition instructor.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	55.6%	38.9%	5.6%	---%	---%
B (14)	42.9	21.4	7.1	---	28.6
C (18)	50.0	44.4	5.6	---	---
D (23)	60.9	34.8	4.3	---	---
E (21)	66.7	33.3	---	---	---
F (34)	64.7	29.4	2.9	2.9	---
G (11)	36.4	63.6	---	---	---
H (42)	66.7	28.6	2.4	---	2.4
I (19)	73.7	26.3	---	---	---
J (28)	50.0	42.9	3.6	3.6	---
K (30)	76.7	20.0	3.3	---	---
L (47)	55.3	31.9	2.1	2.1	8.5
M (9)	77.8	11.1	11.1	---	---
N (13)	69.2	30.8	---	---	---
O (25)	60.0	32.0	8.0	---	---
P (22)	77.3	13.6	9.1	---	---
Q (23)	52.2	43.5	4.3	---	---
R (11)	72.7	27.3	---	---	---
S (10)	80.0	20.0	---	---	---
TOTAL (N=418)	62.2	31.3	3.6	.7	2.2

12. My responsibilities in composition instruction require more preparation and "homework" on my part than do my other teaching responsibilities.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	44.4%	33.3%	16.7%	---%	5.6%
B (14)	42.9	28.6	7.1	7.1	14.3
C (16)	44.4	27.8	---	5.6	22.2
D (23)	65.2	13.0	8.7	---	13.0
E (20)	55.0	20.0	10.0	---	15.0
F (34)	52.9	23.5	8.8	2.9	11.8
G (11)	36.4	18.2	27.3	---	18.2
H (42)	50.0	21.4	4.8	4.8	19.0
I (19)	57.9	31.6	5.3		5.3
J (28)	50.0	25.0	10.7	3.6	10.7
K (30)	40.0	20.0	13.3	6.7	20.0
L (47)	53.2	21.3	8.5	4.3	12.8
M (9)	44.4	22.2	11.1		22.2
N (13)	61.5	23.1	15.4		---
O (25)	36.0	32.0	20.0	8.0	4.0
P (22)	50.0	27.3	13.6	4.5	4.5
Q (23)	47.8	13.0	26.1		13.0
R (10)	30.0	10.0	10.0		50.0
S (9)	55.6	22.2	---	11.1	11.1
TOTAL (N=415)	49.2	22.9	11.1	3.4	13.5

13. I make it a point to attend department meetings in which composition courses (curriculum, materials, goals, grading, etc.) will be discussed.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	55.6%	11.1%	16.7%	5.6%	11.1%
B (14)	42.9	14.3	---	7.1	35.7
C (18)	55.6	27.8	5.6	5.6	5.6
D (23)	39.1	21.7	26.1	---	13.0
E (20)	35.0	35.0	10.0	5.0	15.0
F (34)	44.1	38.2	5.9	5.9	5.9
G (11)	81.8	9.1	---	9.1	---
H (42)	40.5	23.8	14.3	7.1	14.3
I (19)	47.4	15.8	5.3	---	31.6
J (28)	53.6	14.3	---	7.1	25.0
K (30)	53.3	33.3	10.0	---	3.3
L (47)	44.7	21.3	12.8	2.1	19.1
M (9)	66.7	11.1	11.1	11.1	---
N (12)	33.3	25.0	---	---	41.7
O (23)	47.8	17.4	8.7	13.0	13.0
P (22)	77.3	18.2	4.5	---	---
Q (22)	50.0	18.2	---	4.5	27.3
R (11)	45.5	36.4	---	9.1	9.1
S (10)	70.0	30.0	---	---	---
TOTAL (N=413)	49.6	23.0	8.2	4.6	14.5

14. I am NOT likely to attend meetings designed to improve my writing instruction, e.g., faculty development or "retraining" sessions.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	5.6%	5.6%	27.8%	61.1%	---%
B (14)	---	7.1	28.6	42.9	21.4
C (18)	11.1	5.6	22.2	55.6	5.6
D (22)	13.6	27.3	18.2	31.8	9.1
E (20)	5.0	---	30.0	65.0	---
F (34)	8.8	20.6	23.5	44.1	2.9
G (11)	9.1	9.1	18.2	63.6	
H (42)	9.5	14.3	19.0	47.6	9.5
I (19)	5.3	---	15.8	68.4	10.5
J (28)	17.9	14.3	14.3	46.4	7.1
K (30)	10.0	26.7	16.7	36.7	10.0
L (47)	14.9	21.3	19.1	31.9	12.8
M (9)	---	11.1	22.2	66.7	---
N (13)	7.7	23.1	23.1	30.8	15.4
O (25)	28.0	20.0	8.0	36.0	8.0
P (22)	13.6	9.1	18.2	59.1	---
Q (23)	8.7	21.7	34.8	30.4	4.3
R(11)	9.1	9.1	18.2	63.6	---
S (10)	10.0	30.0	20.0	30.0	10.0
TOTAL (N=416)	11.1	15.6	20.4	45.7	7.2

15. I have tried out some of the new ideas about teaching composition suggested to me by my colleagues.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	77.8%	22.2%	---%	---%	---%
B (14)	42.9	28.6	---	---	21.4
C (18)	77.8	22.2	---	---	---
D (23)	56.5	39.1	---	---	4.3
E (21)	57.1	38.1	---	4.8	---
F (34)	70.6	14.7	8.8	2.9	2.9
G (11)	72.7	18.2	---	9.1	---
H (42)	66.7	28.6	---	---	4.8
I (19)	57.9	31.6	---	---	10.5
J (28)	46.4	32.1	7.1	10.7	3.6
K (30)	50.0	36.7	6.7	---	6.7
L (47)	46.8	34.0	4.3	--	14.9
M (9)	88.9	11.1	---	---	---
N (13)	30.8	53.8	7.7	---	7.7
O (25)	56.0	36.0	4.0	4.0	---
P (22)	63.6	36.4	---	---	---
Q (23)	65.2	26.1	4.3	---	4.3
R (11)	81.8	---	9.1	---	9.1
S (10)	70.0	20.0	---	10.0	---
TOTAL (N=418)	60.0	29.4	3.1	2.2	9.3

16. I would like to see the campus apply greater pressure for student compliance with the EPT testing requirement for entering freshmen and transfer students.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	44.4%	22.2%	5.6%	5.6%	22.2%
B (14)	14.3	42.9	7.1	7.1	28.6
C (17)	82.4	5.9	---	5.9	5.9
D (23)	60.9	21.7	8.7	---	8.7
E (21)	38.1	23.8	9.5	9.5	19.0
F (34)	58.8	20.6	5.9	5.9	8.8
G (11)	36.4	27.3	---	9.1	27.3
H (42)	52.4	19.0	4.8	2.4	21.4
I (19)	31.6	36.8	10.5	5.3	15.8
J (28)	32.1	17.9	10.7	14.3	25.0
K (30)	60.0	3.3	3.3	6.7	26.7
L (46)	52.2	17.4	6.5	2.2	21.7
M (8)	12.5	37.5	---	12.5	37.5
N (13)	46.2	7.7	15.4	---	30.8
O (25)	36.0	20.0	4.0	---	40.0
P (22)	59.1	13.6	4.5	4.5	18.2
Q (23)	65.2	21.7	4.3	---	8.7
R (11)	27.3	9.1	27.3	---	36.4
S (10)	30.0	---	10.0	40.0	20.0
TOTAL (N=415)	5.5	6.7	18.8	48.0	21.0

17. Student evaluations of my instruction in composition should be a part of my record for promotion or retention.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	44.4%	11.1%	11.1%	16.7%	16.7%
B (14)	57.1	14.3	7.1	7.1	14.3
C (18)	72.2	16.7	---	5.6	5.6
D (23)	43.5	8.7	30.4	13.0	4.3
E (21)	85.7	14.3	---	---	---
F (34)	41.2	26.5	5.9	20.6	5.9
G (11)	72.7	9.1	---	9.1	9.1
H (42)	31.0	38.1	21.4	4.8	4.8
I (19)	57.9	26.3	5.3	5.3	5.3
J (28)	35.7	21.4	17.9	7.1	17.9
K (30)	46.7	20.0	6.7	20.0	6.7
L (47)	42.6	17.0	4.3	23.4	12.8
M (9)	55.6	33.3	---	---	11.1
N (13)	69.2	7.7	15.4	7.7	---
O (24)	45.8	37.5	8.3	4.2	4.2
P (21)	76.2	19.0	4.8	---	---
Q (23)	52.2	21.7	8.7	4.3	13.0
R (11)	54.5	18.2	18.2	---	9.1
S (10)	70.0	30.0	---	---	---
TOTAL (N=416)	51.2	21.6	9.6	9.9	7.7

18. Had I the choice, I would never teach undergraduate writing courses.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	5.6%	11.1%	38.9%	44.4%	---%
B (14)	14.3	7.1	7.1	64.3	7.1
C (18)	5.6	11.1	11.1	66.7	5.6
D (23)	17.4	13.0	13.0	56.5	---
E (21)	4.8	4.8	14.3	76.2	---
F (34)	11.8	23.5	5.9	55.9	2.9
G (11)	18.2	---	9.1	72.7	---
H (42)	2.4	4.8	31.0	59.5	2.4
I (19)	---	---	15.8	78.9	5.3
J (28)	14.3	7.1	14.3	64.3	---
K (30)	10.0	10.0	10.0	66.7	3.3
L (47)	12.8	6.4	8.5	61.7	10.6
M (9)	---	---	---	100.0	---
N (13)	---	15.4	30.8	53.8	---
O (25)	20.0	16.0	20.0	44.0	---
P (22)	18.2	9.1	13.6	59.1	---
Q (23)	13.0	4.3	21.7	60.9	---
R (11)	---	9.1	9.1	81.8	---
S (10)	---	20.0	10.0	70.0	---
TOTAL (N=418)	9.8	9.3	15.6	62.7	2.6

19. Students who are not prepared to do college level writing should NOT be admitted to this campus.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	22.2%	22.2%	38.9%	16.7%	---%
B (14)	---	14.3	28.6	42.9	14.3
C (18)	33.3	33.3	11.1	22.2	---
D (23)	26.1	13.0	39.1	21.7	---
E (21)	19.0	14.3	33.3	33.3	---
F (34)	26.5	11.8	29.4	29.4	2.9
G (11)	---	27.3	54.5	9.1	9.1
H (42)	28.6	28.6	33.3	9.5	---
I (19)	---	21.1	15.8	47.4	15.8
J (28)	42.9	10.7	28.6	17.9	---
K (30)	26.7	20.0	33.3	20.0	---
L (47)	19.1	23.4	29.8	21.3	6.4
M (19)	---	---	22.2	66.7	11.1
N (13)	23.1	15.4	46.2	15.4	---
O (25)	32.0	16.0	20.0	28.0	4.0
P (22)	13.6	18.2	40.9	27.3	---
Q (23)	17.4	26.1	17.4	39.1	---
R (11)	9.1	18.2	27.3	36.4	9.1
S (10)	10.0	30.0	50.0	10.0	---
TOTAL (N=418)	22.5	19.4	32.1	23.7	2.4

20. Students should receive college graduation credits for their "remedial" writing coursework on this campus.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	---%	---%	38.9%	61.1%	---%
B (13)	---	15.4	23.1	53.8	7.7
C (18)	---	11.1	11.1	77.8	---
D (23)	17.4	8.7	26.1	47.8	---
E (21)	14.3	19.0	33.3	28.6	4.8
F (34)	20.6	11.8	2.9	64.7	---
G (11)	---	18.2	27.3	54.5	---
H (42)	2.4	4.8	26.2	66.7	---
I (19)	5.3	15.8	31.6	42.1	5.3
J (27)	---	7.4	11.1	74.1	7.4
K (30)	3.3	13.3	6.7	76.7	---
L (47)	8.5	6.4	12.8	66.0	6.4
M (9)	---	22.2	33.3	33.3	---
N (13)	11.1	---	7.7	76.9	---
O (25)	15.4	8.0	16.0	64.0	---
P (22)	4.5	9.1	13.6	54.5	18.2
Q (23)	8.7	4.3	30.4	56.5	---
R (11)	9.1	---	36.4	54.5	---
S (10)	---	10.0	10.0	80.0	---
TOTAL (N=416)	7.5	9.1	19.2	61.3	2.9

21. College resources should NOT support remedial programs in writing.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	5.6%	27.8%	22.2%	38.9%	5.6%
B (13)	7.7	---	15.4	61.5	15.4
C (18)	11.1	27.8	33.3	27.8	---
D (23)	8.7	13.0	30.4	47.8	---
E (21)	---	4.8	14.3	81.0	---
F (34)	14.7	8.8	14.7	61.8	---
G (11)	---	---	18.2	63.6	18.2
H (42)	4.8	19.0	33.3	35.7	7.1
I (19)	5.3	5.3	36.8	52.6	---
J (28)	14.3	25.0	14.3	46.4	---
K (30)	6.7	10.0	20.0	63.3	---
L (47)	6.4	14.9	21.3	46.8	10.6
M (9)	---	---	33.3	66.7	---
N (13)	7.7	7.7	23.1	61.5	---
O (25)	4.0	4.0	28.0	64.0	---
P (22)	4.5	---	36.4	54.5	4.5
Q (23)	4.3	4.3	26.1	56.5	8.7
R (11)	---	9.1	9.1	72.7	9.1
S (10)	---	40.0	---	50.0	10.0
TOTAL (N=417)	6.5	12.2	23.5	53.5	4.3

22. Writing instruction by tutors or in the learning center/writing lab is useful and effective.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	38.9%	50.0%	5.6%	---%	5.6%
B (12)	50.0	16.7	16.7	8.3	8.3
C (18)	44.4	38.9	---	5.6	11.1
D (23)	39.1	56.5	---	4.3	---
E (21)	33.3	57.1	4.8	4.8	---
F (34)	50.0	29.4	14.7	---	5.9
G (11)	45.5	36.4	18.2	---	---
H (42)	57.1	23.8	7.1	2.4	9.5
I (19)	21.1	47.4	10.5	5.3	15.8
J (28)	39.3	53.6	3.6	3.6	---
K (30)	40.0	36.7	10.0	---	13.3
L (47)	25.5	46.8	17.0	---	10.6
M (9)	77.8	22.2	---	---	---
N (13)	53.8	23.1	7.7	---	15.4
O (25)	68.0	24.0	8.0	---	---
P (22)	50.0	45.5	---	---	4.5
Q (23)	52.2	39.1	---	4.3	4.3
R (11)	63.6	36.4	---	---	---
S (10)	40.0	50.0	---	10.0	---
TOTAL (N=416)	45.0	39.2	7.5	2.2	6.3

23. Staff meetings on grading standards for composition coursework should be required.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	44.4%	50.0%	5.6%	---%	---%
B (13)	30.8	61.5	---	---	7.7
C (18)	55.6	27.8	5.6	11.1	---
D (23)	43.5	26.1	21.7	8.7	---
E (21)	42.9	52.4	---	4.8	---
F (34)	52.9	23.5	2.9	20.6	---
G (11)	72.7	18.2	---	9.1	---
H (42)	47.6	33.3	14.3	4.8	---
I (19)	26.3	52.6	10.5	10.5	---
J (28)	39.3	28.6	17.9	10.7	3.6
K (30)	50.0	23.3	16.7	10.0	---
L (47)	21.3	38.3	17.0	10.6	12.8
M (9)	11.1	66.7	11.1	11.1	---
N (13)	30.8	46.2	7.7	7.7	7.7
O (25)	16.0	28.0	28.0	20.0	8.0
P (22)	40.9	31.8	9.1	13.6	4.5
Q (23)	47.8	39.1	4.3	8.7	---
R (11)	45.5	54.5	---	---	---
S (10)	50.0	20.0	20.0	10.0	---
TOTAL (N=417)	40.0	35.7	11.5	9.8	2.9

24. I think departmental (common) final exams for all freshman composition sections are a good idea.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	55.6%	33.3%	5.6%	---%	5.6%
B (13)	23.1	30.8	23.1	---	23.1
C (18)	16.7	22.2	38.9	16.7	5.6
D (23)	69.6	13.0	4.3	13.0	---
E (20)	15.0	25.0	30.0	25.0	5.0
F (34)	35.3	23.5	14.7	20.6	5.9
G (11)	63.6	27.3	---	9.1	---
H (42)	35.7	38.1	11.9	9.5	4.8
I (19)	15.8	42.1	26.3	10.5	5.3
J (28)	28.6	32.1	17.9	17.9	3.6
K (30)	70.0	16.7	6.7	3.3	3.3
L (47)	42.6	34.0	6.4	8.5	8.5
M (9)	---	33.3	55.6	11.1	---
N (13)	46.2	23.1	30.8	---	---
O (25)	28.0	24.0	20.0	20.0	8.0
P (22)	18.2	22.7	13.6	45.5	---
Q (23)	30.4	47.8	17.4	---	4.3
R (11)	9.1	63.6	18.2	9.1	---
S (10)	20.0	40.0	40.0	---	---
TOTAL (N=416)	35.6	30.3	16.8	12.5	4.8

25. Grading students is destructive to the learning process since it increases writing anxiety and overall pressure to perform well.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	---%	5.6%	44.4%	50.0%	---%
B (13)	7.7	7.7	46.2	30.8	7.7
C (18)	5.6	33.3	27.8	33.3	---
D (23)	4.3	17.4	26.1	52.2	---
E (20)	---	20.0	45.0	35.0	---
F (34)	2.9	26.5	11.8	58.8	---
G (11)	9.1	18.2	27.3	36.4	9.1
H (42)	7.1	9.5	23.8	59.5	---
I (19)	5.3	21.1	26.3	42.1	5.3
J (28)	10.7	10.7	21.4	53.6	3.6
K (30)	13.3	20.0	23.3	43.3	---
L (47)	19.1	19.1	14.9	38.3	8.5
M (9)	22.2	11.1	44.4	22.2	---
N (13)	---	---	38.5	61.5	---
O (25)	---	16.0	32.0	52.0	---
P (21)	14.3	9.5	38.1	33.3	4.8
Q (23)	4.3	17.4	39.1	30.4	8.7
R (11)	9.1	27.3	54.5	9.1	---
S (10)	---	10.0	30.0	50.0	10.0
TOTAL (N=415)	7.7	16.4	28.7	44.3	2.9

26. Much of what I've heard about "writing as process" strikes me as yet another fad in the field of composition instruction.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	11.1%	11.1%	33.3%	27.8%	16.7%
B (13)	---	23.1	23.1	30.8	23.1
C (18)	---	11.1	33.3	61.1	11.1
D (23)	8.7	21.7	34.8	26.1	8.7
E (20)	5.0	20.0	30.0	40.0	5.0
F (34)	20.6	8.8	17.6	44.1	8.8
G (11)	18.2	18.2	36.4	27.3	---
H (42)	---	16.7	31.0	38.1	14.3
I (19)	5.3	10.5	26.3	42.1	15.8
J (28)	21.4	21.4	28.6	21.4	7.1
K (29)	3.4	31.0	3.4	51.7	10.3
L (47)	4.3	14.9	14.9	38.3	27.7
M (9)	---	---	22.2	77.8	---
N (13)	15.4	30.8	15.4	7.7	30.8
O (25)	4.0	32.0	12.0	32.0	20.0
P (21)	4.8	14.3	28.6	23.8	28.6
Q (23)	4.3	26.1	26.1	34.8	8.7
R (11)	9.1	36.4	9.1	45.5	---
S (10)	---	10.0	20.0	50.0	20.0
TOTAL (N=414)	7.2	18.8	22.2	37.2	14.5

27. Concern with students' feelings about writing is a legitimate component of my instructional responsibilities in teaching composition.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	44.4%	38.9%	---%	11.1%	5.6%
B (13)	69.2	15.4	---	---	15.4
C (18)	77.8	16.7	---	5.6	---
D (23)	56.5	39.1	4.3	---	---
E (21)	71.4	28.6	---	---	---
F (34)	64.7	20.6	11.8	---	2.9
G (11)	90.9	---	---	9.1	---
H (42)	64.3	31.0	4.8	---	---
I (19)	73.7	26.3	---	---	---
J (28)	71.4	21.4	3.6	3.6	---
K (29)	72.4	20.7	---	6.9	---
L (47)	74.5	8.5	6.4	2.1	8.5
M (9)	100.0	---	---	---	---
N (13)	46.2	46.2	---	---	7.7
O (25)	56.0	36.0	4.0	---	4.0
P (22)	72.7	27.3	---	---	---
Q (23)	73.9	26.1	---	---	---
R (11)	90.9	9.1	---	---	---
S (10)	70.0	20.0	---	---	10.0
TOTAL (N=416)	69.0	23.6	2.9	1.9	2.6

28. A good composition teacher must be an active writer herself/himself.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	50.0%	33.3%	11.1%	---%	---%
B (13)	53.8	15.4	15.4	---	15.4
C (18)	33.3	38.9	27.8	---	---
D (23)	21.7	47.8	21.7	8.7	---
E (21)	38.1	57.1	4.8	---	---
F (34)	50.0	32.4	11.8	5.9	---
G (11)	36.4	63.6	---	---	---
H (42)	19.0	59.5	11.9	7.1	2.4
I (19)	36.8	36.8	15.8	5.3	5.3
J (28)	17.9	57.1	17.9	7.1	---
K (29)	37.9	37.9	20.7	3.4	---
L (46)	43.5	32.6	17.4	---	6.5
M (9)	77.8	22.2	---	---	---
N (13)	61.5	23.1	7.7	---	7.7
O (25)	32.0	48.0	8.0	8.0	4.0
P (22)	59.1	22.7	9.1	4.5	4.5
Q (23)	34.8	39.1	17.4	---	8.7
R (11)	63.6	27.3	9.1	---	---
S (10)	50.0	40.0	10.0	---	---
TOTAL (N=415)	39.3	40.5	13.7	3.4	3.1

29. Within reason, I am free to teach whatever and however I choose in my writing classes.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	27.8%	61.1%	11.1%	---%	---%
B (13)	53.8	15.4	7.7	7.7	15.4
C (18)	27.8	61.1	11.1	---	---
D (23)	60.9	21.7	17.4	---	---
E (21)	52.4	38.1	9.5	---	---
F (34)	79.4	8.8	8.8	---	2.9
G (11)	90.0	---	---	9.1	---
H (41)	39.0	34.1	22.0	20.0	---
I (19)	21.1	36.8	31.6	10.5	---
J (28)	50.0	32.1	14.3	3.6	---
K (28)	57.1	32.1	10.7	---	---
L (47)	63.8	25.5	2.1	---	8.5
M (9)	55.6	22.2	11.1	11.1	---
N (13)	92.3	7.7	---	---	---
O (25)	80.0	20.0	---	---	---
P (22)	86.4	13.6	---	---	---
Q (23)	52.2	21.7	26.1	---	---
R (11)	72.7	18.2	---	9.1	---
S (10)	70.0	20.0	10.0	---	---
TOTAL (N=414)	60.1	25.1	10.6	2.4	1.7

30. Most of my colleagues are out of touch with recent advances in college composition, theory and instruction.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (17)	23.5%	23.5%	29.4%	23.5%	11.8%
B (13)	15.4	15.4	7.7	30.8	30.8
C (18)	11.1	11.1	38.9	16.7	5.6
D (23)	17.4	39.1	30.4	4.3	8.7
E (20)	5.0	15.0	50.0	20.0	10.0
F (34)	14.7	26.5	23.5	17.6	17.6
G (11)	18.2	---	45.5	27.3	9.1
H (42)	4.8	42.9	31.0	7.1	14.3
I (19)	21.1	26.3	10.5	15.8	26.3
J (28)	7.1	21.4	39.3	7.1	25.0
K (30)	20.0	26.7	33.3	10.0	10.0
L (47)	8.5	23.4	17.0	14.9	36.2
M (9)	---	---	22.2	66.7	11.1
N (13)	---	15.4	23.1	23.1	38.5
O (24)	---	20.8	29.2	12.5	37.5
P (22)	18.2	22.7	22.7	18.2	18.2
Q (23)	---	30.4	34.8	13.0	21.7
R (11)	9.1	27.3	36.4	27.3	---
S (10)	10.0	60.0	20.0	10.0	---
TOTAL (N=414)	10.6	26.6	28.0	15.5	19.3

31. I have a fairly good sense of what is going on in other composition courses in the English department.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	16.7%	50.0%	22.2%	22.2%	5.6%
B (13)	7.7	46.2	23.1	23.1	7.7
C (18)	33.3	38.9	22.2	22.2	5.6
D (23)	13.0	47.8	30.4	4.3	4.3
E (20)	15.0	70.0	10.0	5.0	---
F (34)	11.8	55.9	17.6	14.7	---
G (11)	18.2	63.6	---	18.2	---
H (42)	9.5	45.2	28.6	9.5	7.1
I (19)	10.5	47.4	36.8	5.3	---
J (28)	10.7	53.6	21.4	14.3	---
K (30)	26.7	50.0	16.7	3.3	3.3
L (47)	10.6	46.4	17.0	8.5	23.4
M (9)	11.1	55.6	22.2	11.1	---
N (13)	15.4	38.5	30.8	7.7	7.7
O (25)	4.0	52.0	20.0	24.0	---
P (22)	27.3	40.9	27.3	4.5	---
Q (23)	8.7	52.2	30.4	4.3	4.3
R (11)	18.2	72.7	9.1	---	---
S (10)	---	80.0	20.0	---	---
TOTAL (N=416)	13.9	50.5	21.9	8.7	5.0

32. Most of the composition teachers in the English department require about the same amount and kind of student work as I do.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	22.2%	50.0%	11.1%	---%	16.7%
B (13)	7.7	30.8	7.7	15.4	38.5
C (18)	11.1	44.4	38.9	5.6	---
D (23)	4.3	52.2	17.4	4.3	21.7
E (21)	23.8	33.3	28.6	4.8	9.5
F (34)	8.8	29.4	32.4	14.7	14.7
G (11)	45.5	27.3	9.1	9.1	9.1
H (42)	2.4	42.9	21.4	11.9	21.4
I (19)	15.8	52.6	31.6	---	---
J (28)	7.1	46.4	17.9	7.1	21.4
K (29)	10.3	48.3	10.3	13.8	17.2
L (47)	6.4	34.0	19.1	8.5	31.9
M (9)	---	66.7	11.1	11.1	11.1
N (13)	15.4	15.4	30.8	---	38.5
O (25)	---	56.0	12.0	12.0	20.0
P (22)	27.3	36.4	13.6	13.6	9.1
Q (23)	8.7	60.9	4.3	8.7	17.4
R (11)	18.2	54.5	18.2	9.1	---
S (10)	30.0	50.0	10.0	10.0	---
TOTAL (N=416)	11.5	43.0	19.0	8.9	17.5

33. On this campus, the method of placing students in "regular" or "remedial" composition sections closely corresponds to students' actual writing and reading abilities.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	11.1%	50.0%	5.6%	11.1%	22.2%
B (13)	15.4	38.5	---	7.7	38.5
C (18)	33.3	38.9	11.1	11.1	5.6
D (23)	39.1	39.1	8.7	---	13.0
E (20)	30.0	50.0	15.0	---	5.0
F (34)	5.9	26.5	20.6	17.6	29.4
G (11)	45.5	45.5	---	---	9.1
H (42)	26.2	42.9	14.3	2.4	14.3
I (19)	36.8	47.4	---	---	15.8
J (28)	39.3	46.3	7.1	---	7.1
K (29)	41.4	48.3	---	10.3	---
L (47)	27.7	42.6	2.1	---	27.7
M (9)	22.2	66.7	---	---	11.1
N (13)	30.8	38.5	23.1	---	7.7
O (25)	28.0	44.0	16.0	4.0	8.0
P (22)	50.0	36.4	4.5	---	9.1
Q (23)	8.7	39.1	8.7	13.0	30.4
R (11)	27.3	72.7	---	---	---
S (10)	60.0	30.0	---	---	10.0
TOTAL (N=415)	29.2	42.9	8.2	4.6	15.2

34. In every composition class I've taught here, I've finally had to admit to myself that most students do not improve their writing very much by the end of a single school term.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	16.7%	22.2%	33.3%	16.7%	11.1%
B (13)	23.1	15.4	23.1	15.4	23.1
C (18)	5.6	44.4	33.3	16.7	---
D (23)	13.0	43.5	17.4	26.1	---
E (21)	4.8	19.0	42.9	33.3	---
F (34)	11.8	11.8	35.3	41.2	---
G (11)	9.1	18.2	18.2	54.5	---
H (42)	4.8	33.3	35.7	26.2	---
I (19)	5.3	15.8	57.9	21.1	---
J (28)	10.7	21.4	46.4	21.4	---
K (30)	23.3	10.0	23.3	43.3	---
L (47)	8.5	23.4	27.7	34.0	6.4
M (9)	---	22.2	33.3	44.4	---
N (12)	16.7	8.3	41.7	33.3	---
O (25)	12.0	20.0	32.0	36.0	---
P (22)	13.6	27.3	31.8	22.7	4.5
Q (23)	4.3	26.1	47.8	21.7	---
R (11)	---	27.3	27.3	45.5	---
S (10)	20.0	30.0	20.0	30.0	---
TOTAL (N=416)	10.6	23.3	33.7	30.3	2.2

35. I feel I can freely discuss my composition ideas and problems with the current composition program director.

CAMPUS (N)	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	UNSURE OR N/A
A (18)	66.7%	11.1%	16.7%	---%	5.6%
B (13)	38.5	30.8	7.7	7.7	15.4
C (18)	72.2	11.1	5.6	5.6	5.6
D (23)	52.2	13.0	17.4	13.0	4.3
E (21)	52.4	33.3	9.5	4.8	---
F (34)	64.7	8.8	11.8	8.8	5.9
G (11)	72.7	---	---	9.1	18.2
H (42)	40.5	23.8	7.1	14.3	14.3
I (19)	52.6	31.6	5.3	5.3	5.3
J (28)	71.4	14.3	7.1	7.1	---
K (30)	66.7	26.7	3.3	3.3	---
L (47)	61.7	17.0	2.1	2.1	17.0
M (9)	88.9	11.1	---	---	---
N (13)	69.2	15.4	---	---	15.4
O (25)	84.0	4.0	8.0	---	4.0
P (21)	61.9	9.5	4.8	4.8	19.0
Q (23)	52.2	17.4	13.0	8.7	8.7
R (11)	90.9	9.1	---	---	---
S (10)	70.0	20.0	---	---	10.0
TOTAL (N=416)	62.3	16.8	7.0	5.8	8.2

TABLE 2a-k

Importance of Various Themes Underlying the Organization and Sequence of Your Writing Class Instruction

a. teach for competence with the basic units of prose, e.g., phrase, sentence level, paragraph

	Remedial	1st Term Comp.
very important	71.2%	51.8%
2	19.2	29.4
3	6.8	16.7
not important at all	2.7	2.2
N	73	228

b. allow for in-class writing as often as possible

	Remedial	1st Term Comp.
very important	62.2%	33.9%
2	23.0	24.9
3	14.9	30.9
not important at all	---	10.3
N	74	233

c. allow for practice revising

	Remedial	1st Term Comp.
very important	54.1%	45.9%
2	23.0	28.8
3	21.6	19.3
not important at all	1.4	6.0
N	74	233

Table 2a-k
Page 2

d. teach editing skills

	Remedial	1st Term Comp.
very important	51.4%	42.1%
2	28.4	35.2
3	16.2	19.3
not important at all	4.1	3.4
N	74	233

e. expose students to good literature

	Remedial	1st Term Comp.
very important	11.0%	15.0%
2	13.7	18.9
3	21.9	33.0
not important at all	53.4	33.0
N	73	227

f. teach correct grammar and usage

	Remedial	1st Term Comp.
very important	58.1%	45.7%
2	20.3	25.4
3	20.3	26.3
not important at all	1.4	2.6
N	74	232

g. allow for practice in those writing activities necessary for success in other college courses, e.g., term papers

	Remedial	1st Term Comp.
very important	8.6%	22.1%
2	7.1	31.4
3	32.9	26.5
not important at all	51.4	19.9
N	70	226

h. proceed developmentally through rhetorical or discourse modes

	Remedial	1st Term Comp.
very important	11.1%	25.4%
2	30.6	26.8
3	27.8	27.6
not important at all	30.6	20.2
N	72	228

i. teach invention skills, such as planning, prewriting, clustering, heuristics

	Remedial	1st Term Comp.
very important	47.2%	31.1%
2	27.8	31.1
3	20.8	27.6
not important at all	4.2	10.1
N	72	228

j. allow for practice in writing to different audiences

	Remedial	1st Term Comp.
very important	14.9%	22.1%
2	28.4	28.6
3	37.8	34.2
not important at all	18.9	15.2
N	74	231

k. provide regular in-class writing in a workshop setting

	Remedial	1st Term Comp.
very important	58.3%	25.0%
2	12.5	17.5
3	16.7	32.0
not important at all	12.5	25.4
N	72	228

TABLE 6a-g

In Responding to Students Writing Assignments, How Often Do You Give Each of the Following Kinds of Feedback?

a. overall quality of paper

	Remedial	1st Term Comp.
almost always	93.2%	92.6%
2	5.5	5.7
3	1.4	1.3
rarely, never	---	.4
N	73	230

b. letter or numerical grade

	Remedial	1st Term Comp.
almost always	33.8%	73.2%
2	14.1	15.2
3	19.7	6.9
rarely, never	32.4	4.8
N	71	231

c. marginal comments on successful elements of writing in the paper

	Remedial	1st Term Comp.
almost always	80.6%	84.0%
2	15.3	12.6
3	2.8	2.2
rarely, never	1.4	1.3
N	72	231

d. marginal comments on problems in the student paper

	Remedial	1st Term Comp.
almost always	78.1%	87.4%
2	15.1	10.4
3	4.1	2.2
rarely, never	2.7	---
N	73	230

e. marking mechanical and grammatical errors

	Remedial	1st Term Comp.
almost always	71.2%	83.0%
2	17.8	13.5
3	11.0	3.5
rarely, never	---	---
N	73	230

f. make references to class materials or discussions

	Remedial	1st Term Comp.
almost always	18.1%	19.0%
2	20.8	29.9
3	43.1	41.1
rarely, never	18.1	10.0
N	72	231

g. request for major revisions to be reviewed again by you?

	Remedial	1st Term Comp.
almost always	26.0%	19.5%
2	19.2	19.0
3	49.3	51.1
rarely, never	5.5	10.4
N	73	231

TABLE 3a-k

Importance of Materials Used in Your Writing Instruction

a. grammar and usage handbook

	Remedial	1st Term Comp.
very important	31.0%	31.8%
2	21.1	30.0
3	22.5	24.1
not important at all	25.4	14.1
N	71	220

b. sentence exercises text or workbook

	Remedial	1st Term Comp.
very important	29.2%	10.0%
2	9.7	13.4
3	30.6	23.4
not important at all	30.6	53.1
N	72	209

c. paragraph exercises text or workbook

	Remedial	1st Term Comp.
very important	23.9%	11.1%
2	11.3	11.5
3	21.1	23.6
not important at all	43.7	53.8
N	71	208

Table 3a-k
Page 2

d. anthology--non-fiction ONLY

	Remedial	1st Term Comp.
very important	3.0%	24.3%
2	6.1	22.9
3	16.7	22.9
not important at all	74.2	29.9
N	66	214

e. anthology--poetry, fiction ONLY

	Remedial	1st Term Comp.
very important	---%	1.0%
2	---	3.9
3	6.1	12.8
not important at all	93.9	82.3
N	66	203

f. anthology--BOTH non-fiction and fiction, poetry

	Remedial	1st Term Comp.
very important	4.5%	9.2%
2	1.5	9.2
3	15.2	13.1
not important at all	78.8	68.4
N	66	206

Table 3a-k
Page 3

g. individual works of literature

	Remedial	1st Term Comp.
very important	2.9%	7.2%
2	10.3	16.7
3	23.5	16.7
not important at all	63.2	59.3
N	68	209

h. rhetoric text or style book (no handbook)

	Remedial	1st Term Comp.
very important	4.5%	13.9%
2	15.2	25.2
3	13.6	19.3
not important at all	66.7	41.6
N	66	202

i. rhetoric text or style book (handbook included)

	Remedial	1st Term Comp.
very important	6.0%	24.8%
2	19.4	26.2
3	14.9	16.7
not important at all	59.7	32.4
N	67	210

j. computer-assisted instructional package

	Remedial	1st Term Comp.
very important	0%	2.0%
2	2.9	1.5
3	13.2	7.5
not important at all	83.8	89.0
N	68	200

k. students' own writing

	Remedial	1st Term Comp.
very important	73.6%	65.3%
2	11.1	18.7
3	13.9	12.9
not important at all	1.4	3.1
N	72	225

TABLE 4a-n

Proportion of Class Time Spent in Various Activities

a. discussing upcoming assignments

	Remedial	1st Term Comp.
1. major activity, most classes	31.0%	29.6%
2. major activity, a few classes	16.9	24.3
3. minor activity, most classes	32.4	34.1
4. minor activity, a few classes	16.9	11.9
5. not done in class	1.4	---
6. not done at all	1.4	---
N	71	226

b. free writing or journal writings

	Remedial	1st Term Comp.
1. major activity, most classes	11.3%	4.4%
2. major activity, a few classes	9.9	8.4
3. minor activity, most classes	15.5	7.1
4. minor activity, a few classes	26.8	23.0
5. not done in class	14.1	16.4
6. not done at all	22.5	40.7
N	71	226

Table 4a-n
Page 2

c. students discussing or scoring their own writing

	Remedial	1st Term Comp.
1. major activity, most classes	13.9%	14.2%
2. major activity, a few classes	20.8	27.0
3. minor activity, most classes	8.3	11.9
4. minor activity, a few classes	37.5	32.3
5. not done in class	1.4	3.5
6. not done at all	18.1	11.1
N	72	226

d. writing essays on a given topic

	Remedial	1st Term Comp.
1. major activity, most classes	42.5%	23.1%
2. major activity, a few classes	35.6	40.9
3. minor activity, most classes	9.6	4.0
4. minor activity, a few classes	8.2	20.4
5. not done in class	2.7	6.7
6. not done at all	1.4	4.9
N	73	225

e. students working with other students

	Remedial	1st Term Comp.
1. major activity, most classes	16.9%	12.5%
2. major activity, a few classes	26.8	26.3
3. minor activity, most classes	5.6	11.2
4. minor activity, a few classes	28.2	25.0
5. not done in class	1.4	4.9
6. not done at all	21.1	20.1
N	71	224

f. writing essays on topics of their own choosing

	Remedial	1st Term Comp.
1. major activity, most classes	9.9%	14.5%
2. major activity, a few classes	32.4	29.0
3. minor activity, most classes	7.0	4.5
4. minor activity, a few classes	19.7	20.4
5. not done in class	7.0	16.7
6. not done at all	23.9	14.9
N	71	221

g. working with tutors during class

	Remedial	1st Term Comp.
1. major activity, most classes	27.4%	2.7%
2. major activity, a few classes	12.3	4.4
3. minor activity, most classes	6.8	1.3
4. minor activity, a few classes	11.0	7.1
5. not done in class	15.1	25.8
6. not done at all	27.4	58.7
N	73	225

H. working on or discussing material in texts on composition

	Remedial	1st Term Comp.
1. major activity, most classes	24.7%	33.5%
2. major activity, a few classes	16.4	23.7
3. minor activity, most classes	11.0	17.0
4. minor activity, a few classes	12.3	14.7
5. not done in class	6.8	3.6
6. not done at all	28.8	7.6
N	73	225

i. discussing mechanics and standard usage

	Remedial	1st Term Comp.
1. major activity, most classes	31.5%	18.6%
2. major activity, a few classes	21.9	23.5
3. minor activity, most classes	32.9	28.3
4. minor activity, a few classes	13.7	27.0
5. not done in class	0	1.3
6. not done at all	0	1.3
N	73	226

j. doing sentence-combining exercises

	Remedial	1st Term Comp.
1. major activity, most classes	8.2%	6.7%
2. major activity, a few classes	20.5	21.8
3. minor activity, most classes	17.8	12.9
4. minor activity, a few classes	38.4	37.3
5. not done in class	2.7	4.9
6. not done at all	12.3	16.4
N	73	225

k. analyzing literature

	Remedial	1st Term Comp.
1. major activity, most classes	0%	3.6%
2. major activity, a few classes	4.1	8.1
3. minor activity, most classes	4.1	5.0
4. minor activity, a few classes	17.8	20.4
5. not done in class	5.5	9.5
6. not done at all	68.5	53.4
N	73	221

l. analyzing prose models of composition

	Remedial	1st Term Comp.
1. major activity, most classes	4.2%	23.2%
2. major activity, a few classes	19.7	29.5
3. minor activity, most classes	16.9	19.2
4. minor activity, a few classes	33.8	17.9
5. not done in class	2.8	.9
6. not done at all	22.5	9.4
N	71	224

m. discussing linguistics

	Remedial	1st Term Comp.
1. major activity, most classes	4.2%	23.2%
2. major activity, a few classes	19.7	29.5
3. minor activity, most classes	16.9	19.2
4. minor activity, a few classes	33.8	17.9
5. not done in class	2.8	.9
6. not done at all	22.5	9.4
N	73	224

n. discussing techniques for writing research papers or term papers

	Remedial	1st Term Comp.
1. major activity, most classes	---%	.4%
2. major activity, a few classes	5.5	4.5
3. minor activity, most classes	2.7	4.9
4. minor activity, a few classes	17.8	32.6
5. not done in class	9.6	6.7
6. not done at all	64.4	50.9
N	73	224